

## REGULAR BOARD MEETING AGENDA

TUESDAY, JANUARY 22, 2019

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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**1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

**2. CALL TO ORDER AND INTRODUCTIONS**

**3. ADOPTION OF THE AGENDA**

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: December 18, 2018 p 1-8
- b. Ratification of In Camera Board Meeting Minutes: December 11, 2018 p 9
- c. Ministry News
  - Education funding model review focuses on more equitable services for students p 10-12
  - Post-secondary students to get 24/7 mental health support p 13-14
  - Premier launches second annual awards to recognize excellence in education p 15-16
- d. Reports from Board Representatives to Outside Organizations
  - Early Learning & Child Care Council – Trustee Austin p 17
  - Oceanside Building Learning Together Coalition p 18
- e. Status of Action Items – January 2019 p 19

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of January 22, 2019, as presented (*or, as amended*).

**5. DELEGATIONS/PRESENTATIONS (10 MINUTES)**

- a. **School/Student Presentation - Oceanside Elementary School** (*Gillian Wilson*)

**6. BUSINESS ARISING FROM THE MINUTES**

- a. **Board's Beliefs Related to Capital and Long Range Facilities Planning** (*Keven Elder*) p 20-24

*Recommendation:*

**THAT** the Board of Education of School District No. 69 (Qualicum) accept the Superintendent's Memo regarding the Board's beliefs related to Capital and Long Range Facilities Planning and discuss the options presented at a date to be determined in the near future.

**7. TRUSTEE HIGHLIGHTS**

**8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION**

**9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

**10. DISTRICT PARENTS ADVISORY COUNCIL**

**11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD (10 MINUTES)**

**12. ACTION ITEMS**

- a. District Strategic Plan 2019-2023 - FINAL** (Keven Elder) p 25-31  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) accept and adopt the final draft of the School District 69 Strategic Plan 2019 to 2023 as presented to the Board on January 22, 2019.
- b. Provincial Funding Model Review Update** (Keven Elder) p 32-35  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) direct the Secretary-Treasurer and Superintendent to monitor and, as possible, engage in the processes established by the Ministry of Education that are intended to ensure clarity in regard to possible implementation of the provincial funding model for the 2020/21 school year.
- c. 2019/2020 Budget Planning & Development** (Ron Amos) p 36  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the 2019/20 Budget Planning & Development process as presented.
- d. Board/Authority Authorized Course – The Art of Gender 12** (Gillian Wilson) p 37-42  
*Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *The Art of Gender 12*.
- e. Amended Annual Budget Bylaw 2018/19** (Ron Amos) p 43-59  
*Recommendations:*  
**THAT** the Board of Education of School District No. 69 (Qualicum) approve all three readings of the School District No. 69 (Qualicum) Amended Annual Budget Bylaw for the 2018/19 fiscal year at its Regular Board Meeting of January 22, 2019.  
*(Must be Carried Unanimously)*  
**THAT** the Board of Education of School District No. 69 (Qualicum) give first reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$57,010,198 for the 2018/19 fiscal year.

**THAT** the Board of Education of School District No. 69 (Qualicum) give second reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$57,010,198 for the 2018/19 fiscal year.

**THAT** the Board of Education of School District No. 69 (Qualicum) give third and final reading to adopt the School District No. 69 (Qualicum) Amended Annual Budget Bylaw in the amount of \$57,010,198 for the 2018/19 fiscal year.

**f. Board Committee Considerations** (Keven Elder) p 60-66

*Recommendations:*

**THAT** the Board of Education of School District 69 (Qualicum) receive the Options for Board Committee Structures report as submitted by the interim superintendent on January 22, 2019.

**THAT** the Board of Education of School District 69 (Qualicum) implement the option of creating a Board Standing Education Committee of the Whole as described, with the first meeting of that committee to be held on April 16, 2019.

*Rationale for Recommendation:*

*The rationale is as captured above in the report under the heading Staged Implementation.*

**THAT** the Board of Education of School District 69 (Qualicum) appoint Trustee \_\_\_\_\_ as the Chair of the Board's Education Committee of the Whole.

*Rationale:*

*The appointment of a chair would allow for planning and hosting of the inaugural meeting in April. This motion will only be needed if the second motion passes.*

**13. INFORMATION ITEMS**

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>a. Educational Programs Update</li> <li>b. Graduation Rates Update</li> <li>c. Education Planning Update</li> <li>d. Second Quarterly Financial Report 2018/19</li> <li>e. DRAFT Local School Calendar 2019-20 and 2020/21</li> </ul> | <ul style="list-style-type: none"> <li>(Gillian Wilson)</li> <li>(Gillian Wilson)</li> <li>(Keven Elder)</li> <li>(Ron Amos)</li> <li>(Gillian Wilson)</li> </ul> | <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li>p 67-69</li> <li>p 70</li> </ul> |
|--|---|---|

**14. CORRESPONDENCE ATTACHED**

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|--|--|---|
| <ul style="list-style-type: none"> <li>a. Letter from Board to Minister of Education re: Use of FSA Data</li> <li>b. SD69 Letter of Support for the Early Learning &amp; Child Care Council</li> </ul> | <ul style="list-style-type: none"> <li></li> <li></li> </ul> | <ul style="list-style-type: none"> <li>p 71-72</li> <li>p 73</li> </ul> |
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15. **BOARD POLICY/ADMINISTRATIVE PROCEDURE** (Trustee Young)
- a. **Rescinding of Policies** p 74-79
- Recommendation:*  
**THAT** the Board of Education of School District 69 (Qualicum) rescind the following Board policies which are now embedded into Board Policy 8005: *Student Health – Common Medical Conditions* and its attendant Administrative Procedure:
- 8006: Request for Administration of Medication
  - 8008: Anaphylaxis
16. **TRUSTEE ITEMS**
- a. **Proposed Change to Start Time of Regular Board Meeting** (Laura Godfrey)
17. **NEW OR UNFINISHED BUSINESS**
18. **PUBLIC QUESTION PERIOD**
19. **ADJOURNMENT**



**REGULAR BOARD MEETING MINUTES**

TUESDAY, DECEMBER 18, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

**ATTENDEES**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

**Administration**

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Chris Dempster	General Manager of Operations
Shauna Huggins	Vice-Principal, Errington Elementary School Qualicum District Principals/Vice Principals' Association
Karin Hergt	Executive Assistant (Recording Secretary)

**Education Partners**

Mount Arrowsmith Teachers' Association (MATA)  
District Parent Advisory Council (DPAC)

**1. CALL TO ORDER**

Chair Flynn called the meeting to order at 7:00 p.m.

**2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Flynn acknowledged that the Board was meeting on the traditional territory of the Coast Salish people and thanked the Qualicum and Nanoose First Nations for sharing their shared territories with the District.

**3. ADOPTION OF THE AGENDA**

**18-131R**

*Moved:* Trustee Godfrey      *Seconded:* Trustee Kurland

**THAT** the Board of Education of School District No. 69 (Qualicum) adopt the agenda as amended.

CARRIED UNANIMOUSLY

**4. APPROVAL OF THE CONSENT AGENDA**

- a. Approval of Regular Board Meeting Minutes: November 27, 2018
- b. Approval of Inaugural Board Meeting Minutes: November 6, 2018
- c. Ratification of In Camera Board Meeting Minutes: November 20, 2018
- d. Ratification of Special In-Camera Board Meeting Minutes: November 14, 2018
- e. Ratification of Special In-Camera Board Meeting Minutes: November 7, 2018
- f. Receipt of Ministry News
  - More teachers to be trained to bring Indigenous perspectives into classrooms
  - BC's Students benefitting from increasing government investments
  - More Indigenous students completing high school than ever before
  - Funding boost helps prepare more students for in-demand STEM jobs
  - New graduation program will better prepare students for the future
- g. Receipt of Reports from Board Representatives to Outside Organizations
  - BCSTA Trustee Academy – Trustees Young, Godfrey and Flynn
  - Oceanside Building Learning Together Coalition – Trustee Godfrey
- h. Receipt of Status of Action Items - December 2018

**18-132R***Moved:* Trustee Godfrey*Seconded:* Trustee Young

**THAT** the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of December 18, 2018, as amended.

CARRIED UNANIMOUSLY

**5. DELEGATIONS AND PRESENTATIONS****a. Student Presentation**

Students from Kwalikum Secondary School shared their experiences during their participation in a *Live Different Build* trip to the Dominican Republic. Another group is going again over spring break 2019. This trip is not a "school trip" per se; however, students from Kwalikum and Ballenas Secondary schools, as well as community members, will be participating. Students can earn valuable volunteer/life experiences, and many actually do an Independent Directed Study (IDS) for credit through the Collaborative Education Alternate Program (CEAP) as they do a "project" or report upon completion of the trip.

**6. BUSINESS ARISING FROM THE MINUTES****a. Trustee Representation on the Early Learning & Childcare Council Oceanside (ECCO)**

Trustee Austin reported on her attendance at the ECCO meeting, following Carol O'Connor's presentation at the November Board Meeting and suggested that it would be beneficial to have representation by elected officials on the committee/council as the issue of affordable childcare was important to the district as well as the larger community.

Trustees debated whether an elected official was necessary or if a staff representative would suffice.

Assistant Superintendent Wilson also provided some background to the creation of ECCO by members of the community who wished to ensure there is quality affordable daycare in the community.

**18-133R**

*Moved:* Trustee Austin      *Seconded:* Trustee Godfrey  
**THAT** the Board of Education of School District No. 69 (Qualicum) appoint a Trustee Representative to the Early Learning & Childcare Council Oceanside.  
 CARRIED

**18-134R**

*Moved:* Trustee Austin      *Seconded:* Trustee Young  
**THAT** the Board of Education of School District No. 69 (Qualicum) request staff explore options that might allow for a Board supported community application to the Childcare BC New Spaces Fund.  
 CARRIED UNANIMOUSLY

**7. TRUSTEE HIGHLIGHTS****Trustee Flynn**

- Attended the Nanoose Bay Elementary School Christmas Concert where students sang in the Hul'q'umi'num language.

**Trustee Young**

- Attended the Springwood Elementary School Christmas Tree fundraiser and purchased a tree which she decorated with decorations purchased from Oceanside Elementary School during the students' Entrepreneurship market.

**Trustee Kurland**

- Attended the staff breakfast at Bowser Elementary School on Monday, December 17th as well as the PASS luncheon held on that same day.

**8. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)**

Debbie Comer, MATA President, reported on the following:

- MATA is eager to hear the details of the funding model review scheduled to be released at noon on December 19<sup>th</sup>.
- MATA still has reservations regarding the upcoming adoption of Board Policy 8003: Impairment in the Workplace and ensuring that members' rights are not being infringed upon.
- Technology issues are a concern to teachers and MATA hopes that the technological infrastructure will soon be in place to support the Board Value as embedded in the current and draft Strategic Plan.
- Two School Union Representative Training session have now been offered which were well received by members and a great way to introduce and welcome new teachers to the District.
- Attended and judged the door decorating contest at Springwood Elementary School.

**9. CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**

No Report

**10. DISTRICT PARENT ADVISORY COUNCIL (DPAC)**

Andrea Button, DPAC President, reported that up to 30 parents will be attending a Food Safe Course being offered in January.

**11. PUBLIC QUESTION (WRITTEN) AND COMMENT PERIOD**

None

**12. ACTION ITEMS****a. Draft 2019-2023 District Strategic Plan**

Interim Superintendent Elder reviewed the Final Draft of the 2019-2023 Strategic Plan which builds on the successes of the 2013-2018 Strategic Plan rather than on a new set of priorities.

The draft, once accepted and received by the Board, will be distributed to the District's education community and posted on the District's website with an invitation to provide feedback prior to final approval by the Board at its January Board meeting.

**18-135R**

*Moved:* Trustee Austin      *Seconded:* Trustee Young

**THAT** the Board of Education of School District 69 (Qualicum) receive the DRAFT 2019-2023 District Strategic Plan as presented.

CARRIED UNANIMOUSLY

**b. Ballenas Secondary School Dual Field Trips**

Assistant Superintendent Wilson reported that two space experiments initiated from students in the District are in the running to be accepted to be launched from the Kennedy Spaceflight Centre in Florida in June. The first is a Grade 5/6 student investigation of whether bread dough will rise in space and the second is a Grade 11/12 student investigation of the growth patterns of alfalfa sprouts in space. She acknowledged that this is a result of work being done by students under the leadership of teacher, Carl Savage.

**18-136R**

*Moved:* Trustee Young      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District 69 (Qualicum) give approval in principle for two Ballenas Secondary School student field experience trips – one to the Kennedy Space Flight Centre in Florida and the other to the Smithsonian Institution in Washington, DC, in June/July of 2019.

CARRIED UNANIMOUSLY

**13. INFORMATION ITEMS****a. Educational Programs Update**

Assistant Superintendent Wilson reported on the following district initiatives and events:

- Over 80 teachers and principals/vice principals attended the Continuing an Assessment Conversation with Anne Davies and Sandra Herbst on December 5<sup>th</sup>.
- Two sessions of the Changing Results for Young Children Provincial Network have been held this school year. A follow up session was held in the district to share resources.
- The Foundation Skills Assessment testing has been completed and the data entered for Grade 4 and 7 students. The next step will be to review the data to determine where the District needs to focus its energy and supports.



- Schools will be working on the Point of Progress supported by the SSDAS system, also known as Communicating Student Learning, which is scheduled for January. She acknowledged the work of the members of the Assessment Reevaluation and Reporting Committee.
- While there are many celebratory events taking place across the system, it is also recognized that this can also be a challenging time of year for many of the District's learners.
- Shared a story about a program being created for a student who was not often in the building and could not regulate. That student is now involved in applied design schools and technology where the student is happily engaged and is painting as well as learning to use a drill. This speaks to why the District looks at personalized learning and supporting the needs of each student.
- The District has received its graduation date data and staff will be reviewing that data in the new year and sharing it with the Board.
- Pete the Cat event is scheduled in the community for April 11, 2019.
- The semester change takes place at the end of January at which time a secondary enrolment audit will occur.
- Calendar conversations and consultation will begin in January
- The MATA Professional Development Committee is working in partnership with the Vancouver Island University in planning the February professional development day.
- Kindergarten teachers are preparing for the EDI data collection.

The Board discussed a suggestion by Trustee Austin to have the Board Chair write a letter to the Ministry requesting that the school/district names be masked when releasing the data to the public. The Ministry had given the impression that it would change how they dealt with the FSA data and how it would be used for public purposes; however, there was no change this year. Trustee Kurland suggested that there might be more weight to the request if it were submitted as a substantive motion to the Annual General Meeting of BC School Trustees Association in April.

#### 18-137R

*Moved:* Trustee Austin      *Seconded:* Trustee Young

**THAT** the Board Chair, on behalf of the Board of Education of School District 69 (Qualicum), write a letter to the Minister of Education requesting that the Ministry review how they share the data from the Foundation Skills Assessment (FSA) with the view to keeping the identity of school districts masked.

CARRIED

#### b. Education Planning Update

Interim Superintendent Elder thanked the whole school district community for making him welcome and putting their trust in him to support the District through the transition to the return of the Superintendent.

He then provided updates on the following:

- A secondary enrolment audit has been scheduled to take place during the first week of Semester 2 (January 28 to February 1, 2019) to confirm registration and course enrolment as it relates to funded courses.

- Graduation Program Implementation Guide was released on December 14<sup>th</sup>. The Grade 10 new curriculum and program/courses have already been implemented with the Grade 11/12's to be fully implemented in 2019/20. One key element was clarification of the confirmation of the Grade 10 literacy/numeracy assessments remain and that the Grade 12 literacy assessment will replace the Grade 12 English exam.
- The 2018/19 Student Learning Survey will be available from February 1 to April 30 for all Grades 4, 7, 10 and 12 students as well as a revised parent survey, a revised Principal/Vice Principal survey, and a staff survey. Results from the 2017/18 survey are expected to be available within the next few weeks. These surveys provide a broader set of insights into learning and the conditions for learning than the previous satisfaction survey. Results will be reviewed with schools as they come available.

#### 14. CORRESPONDENCE ATTACHED

None

#### 15. BYLAW/POLICY/ADMINISTRATIVE PROCEDURE

##### a. Board Policy 8005: Student Health – Common Medical Conditions

###### 18-138R

*Moved:* Trustee Young      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 8005: *Student Health – Common Medical Conditions* and its attendant Administrative Procedure at its Regular Board Meeting of December 18, 2018.

CARRIED UNANIMOUSLY

##### b. Board Policy 8003: Impairment in the Workplace

###### 18-139R

*Moved:* Trustee Young      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 8003: *Impairment in the Workplace* and its attendant Administrative Procedure at its Regular Board Meeting of December 18, 2018 and that this policy and administrative procedure be reviewed in no more than one year's time.

CARRIED UNANIMOUSLY

#### 16. TRUSTEE ITEMS

##### a. Review of School District 69's Community Presence

Trustee Austin stated that the topic of the district's community presence has been mentioned a few times and, as the Board is currently updating its strategic goals and priorities, it might be a good time to review how the District presents itself to the community and further afield, whether by a new logo, or a new name, which she does not believe reflects well the geographical diversity of the area. The Board may also, within its vision statement, want to consider local indigenous language, etc.

Trustee Kurland noted that the name 'Qualicum' does not belong to the District but rather the track of land between Nanaimo and Courtenay. Qualicum means the place where the dog salmon run and is a P'ench'lack name reflective of the original peoples of the area. He believed that the focus of the Board would be better directed to educate people so that they knew how the District was named rather than assume it related to the Town of Qualicum Beach. He suggested that, instead, the Board establish a Committee of the Whole to discuss and identify changes the Board would like to see rather than engage staff time on the issue.

Trustees continued to discuss the merits of the proposal, whether it was necessary and, if so, whether it would be staff or Board driven.

**18-140R**

*Moved:* Trustee Austin      *Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District No. 69 (Qualicum) request staff investigate processes for reviewing the District's presence in the community (e.g. web-site, name, logo) including how best to engage the SD69 community in the refresh process.

DEFEATED

**b. Funding for Tulnuxw Ielum – Bowser Cultural Learning Space**

Trustee Kurland requested \$30,000 from the Board to complete the Tulnuxw Ielum – Bowser Cultural Learning Space which has been funded up to this point by community donations and volunteer labour. The site is an outdoor learning space for use by the whole district and it is currently incomplete after 3 years.

Trustees discussed whether the expectation was that the money would be identified in this or next year's budget and/or through other means such as provincial and federal grants. Trustee Kurland added that the lead teacher on the project has already been applying for and receiving grants for up to \$1500 and, rather than continuing to do so and delaying completion of the project further, it would be preferable to find the money within the district's current budget.

Secretary Treasurer Amos noted that, should the Board wish to identify \$30,000 in this year's budget then it would be reflected in the amended budget and presented for the Board's approval in January.

Trustees continued to debate whether funding should be identified from other sources prior to reallocating the full \$30,000 from other District resources.

**18-141R**

*Moved:* Trustee Kurland      *Seconded:* Trustee Austin

**THAT** the Board of Education of School District No. 69 (Qualicum) request staff identify funding of up to \$30,000 to assist with the cost of completing the Bowser Elementary School Tulnuxw Ielum - Cultural Learning Space.

CARRIED UNANIMOUSLY

**c. Long and Short Range Priorities for School Property**

Trustee Young advised that the Board had begun to consider guidelines that could assist Trustees when making decisions about the directions they wish to go, or funding they are seeking, in terms of the Board's facilities. There is a need to think more long-range about the District's facilities and consider what the Board might be doing with them in a few years.

**18-142R**

*Moved:* Trustee Young

*Seconded:* Trustee Godfrey

**THAT** the Board of Education of School District 69 (Qualicum) request staff develop an overview of issues related to capital plans and the long range facility plan that would benefit from having Board level guidance from the perspective of values and philosophical considerations.

CARRIED UNANIMOUSLY

**17. NEW OR UNFINISHED BUSINESS**

None

**18. PUBLIC QUESTION PERIOD**

Trustees/senior administrators received comments and/or answered questions on the following topics:

- Alignment of the revised Strategic Plan in terms of how it dovetails with any amended budget or if it would only affect next year's budget.
- Invitation to join staff and/or assist in serving the student turkey lunch at the Ballenas Secondary School on Wednesday, December 19, 2018.

**19. ADJOURNMENT**

Trustee Godfrey moved to adjourn the meeting at 9:28 p.m.

\_\_\_\_\_  
CHAIRPERSON

\_\_\_\_\_  
SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT  
December 11, 2018

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**ATTENDEES:**

**Trustees**

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

**Administration**

Keven Elder	Interim Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Assistant Superintendent of Schools
Brenda Paul	Director of Human Resources
Karin Hergt	Executive Assistant (Recording Secretary)

The Board of Education discussed the following matters:

- Labour Relations
- Legal

The Board of Education approved a motion regarding the following matter:

- Legal

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Chairperson

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Secretary Treasurer



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## UPDATE

For Immediate Release  
2018EDUC0075-002457  
Dec. 19, 2018

Ministry of Education

### **Education funding model review focuses on more equitable services for students**

This release was updated on Dec. 19, 2018, with a new link to the report

VICTORIA – As the next phase of renewing the Province's education funding model, B.C.'s Minister of Education is asking parents, teachers, support staff, school administrators and others to help shape the path forward to make education funding work better for students in the classroom.

This follows release of the final report from the independent review panel on education funding.

Rob Fleming, Minister of Education, said the panel's report has identified challenges with the current education funding model, which is resulting in inequities in education services and programs, especially for students with special needs and vulnerable students. In Phase 2, the B.C. government's education partners will form working groups to provide advice on how to move forward on the key themes raised in the report.

"We want to make sure all students are getting the supports they need no matter where they live. I want to thank the panel for helping define the challenges and identify paths forward," said Fleming. "Now it's up to all of us who care about students to deliver solutions. Given the scope of the recommendations, we now need to work with our partners to better understand the benefits for students, parents, educators and school districts. It's critical we get this right for our kids."

The working groups will be formed in January 2019 to engage further on the key areas and themes identified in the report: inclusive education, distributed learning, adult education, financial management, accountability.

The working groups will provide advice to the minister on how to best move forward on the recommendations in order to make the funding model work better for students. They will assess the implications of the recommendations made by the panel and look at how the ministry can maximize dollars invested in the classroom to improve services, drive better outcomes and make sure rural and remote districts, as well as the fast-growing districts, get the resources they need.

The working groups will include representation by all education partners including teachers, parents, school administrators, support staff, trustees, superintendents, the First Nations Education Steering Committee and inclusive education groups. The groups will report back in the fall of 2019. No changes will be made to the existing funding model for the 2019-20 school year.

"The challenge to us all is to deliver a better funding model that allows for all classrooms across

British Columbia to be the best they can be for the individual learning needs of every student," said Fleming, who adds the current funding model was imposed in 2002, with no consultation.

Reviewing the K-12 education funding model, with a view to ensuring equitable access for students, is a shared priority between government and the B.C. Green caucus and is part of the Confidence and Supply Agreement.

**Quotes:**

**Chris Trumpy, chair of the independent review panel -**

"This review has been an educational process for the panel and we would like to thank all of those participants that provided feedback. Our recommendations reflect what we heard from Boards of Education, school district staff, partner groups and individuals about what's not working with the current funding system and what needs to change. The report provides a path forward for government to improve chances for all students, support greater accountability for how resources are used and strengthen the overall management of the K-12 public education system."

**Paul Faoro, president, CUPE BC -**

"We are very pleased the education minister followed through on an election commitment to review the current funding model and doing so with input from all stakeholders. The review on education funding was desperately needed, especially since the last review was completed 16 years ago. Our union looks forward to participating on the working groups in the coming months to develop a path forward to provide a better, stable and sustainable school system for students and our 31,000 members in British Columbia."

**Glen Hansman, president, BC Teachers' Federation -**

"Teachers across B.C. have been eagerly waiting for the education funding model review report. I am thankful to the minister for outlining the next phase that allows for more consultation and collaboration. The entire education community needs to have an informed conversation about these recommendations, and I welcome the opportunity to do so over the coming year. I hope that the process will lead to changes that enhance both services to students and teachers' working conditions, regardless of where they live and work in our province."

**Andrea Sinclair, president, B.C. Confederation of Parent Advisory Councils -**

"Parents have long been asking for greater equity in educational programs and services for all students, and greater accountability for how resources are used towards improving student outcomes. We are pleased to see such a strong focus on equity and accountability in this report. These were key elements of our submission to the panel and reflect what parents are seeking. This is a positive first step toward the creation of a new funding model that puts students' needs first and foremost."

**Karla Verschoor, executive director, Inclusion BC -**

"Inclusion BC was encouraged to see the new funding model recommendations framed through an equity lens with an emphasis on accountability and transparency. We look forward

to continuing our work with the Ministry of Education to ensure that any new funding model and inclusive education policies are woven together to produce better outcomes for all students. Inclusion BC will continue to advocate for strong, publicly funded schools, with educators and parents who are well-equipped to implement best practices in inclusive education and to work collaboratively to support quality learning for all students."

**Gordon Swan, president, B.C. School Trustees Association -**

"The B.C. School Trustees Association is appreciative that the provincial government upheld the commitment to review the public education funding model and release the funding model review panel report. We look forward to further consultation with government and our membership regarding how best to proceed towards modernizing the current funding model."

**Sonia Furstenau, Green Party caucus spokesperson for education, and MLA for Cowichan Valley -**

"It is essential that we better facilitate equitable and accessible education for all B.C. students, regardless of their diverse abilities or geographic locations. Our caucus is pleased that this report is available for further consultation and review, and we look forward to engaging with government and stakeholders to produce the best possible education outcomes for students."

**Quick Facts:**

- The K-12 public education system in B.C. serves nearly 560,000 full-time equivalent (FTE) students.
- They are supported through over \$5.7 billion in operating funding provided for school districts by the Ministry of Education.
- Enrolment has increased by more than 26,000 FTE students in the last four years and is projected to grow by another 15,000 over the next three years.
- In February 2018, the Minister of Education appointed an independent review panel to look at the current funding model and to move B.C.'s public-school system to a better, stable and sustainable model.
- The panel met with all 60 school districts and heard from over 350 education stakeholders. The final report makes 22 recommendations for a new funding system.
- In October 2018, the Minister of Education appointed an implementation advisory committee comprised of education experts, to provide advice and help guide government in the next steps of the funding model review.

**Learn More:**

The full report is available here:

[https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent\\_review\\_panel-final\\_report\\_2018.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent_review_panel-final_report_2018.pdf)

A backgrounder follows.





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## NEWS RELEASE

For Immediate Release  
2018AEST0153-002481  
Jan. 2, 2019

Ministry of Advanced Education, Skills and Training

### **Post-secondary students to get 24/7 mental-health support**

VICTORIA – Work is underway to develop a virtual mental health counselling, information and referral service for post-secondary students of all ages throughout British Columbia.

A notice of planned procurement has been posted to BC Bid, advising of plans to develop a 24/7 mental health and substance-use counselling and referral service. A competitive process will be posted shortly.

“Adjusting to a new environment, learning to balance classes with new jobs, new friendships and relationships can be challenging for students who may be living away from home for the first time, far from friends and family,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “Whether mild or severe, mental-health concerns are very real among post-secondary students who have been calling for action to this important issue on- and off-campus. That’s why our government is working to develop a mental-health service that is available to students around the clock, provincewide.”

Presently, there is no provincewide resource available to post-secondary students and where there are resources, students often lack after-hours access.

“It’s critical to provide young people with access to the supports they need, where and when they need them,” said Judy Darcy, Minister of Mental Health and Addictions. “The use of virtual technology would enable young people from all parts of the province to ask for help once and get help fast.”

The scope of the project is for a service that includes phone, online chat, text and email capabilities.

“Government is responding to pressure from students to take action on improving mental health services,” said Noah Berson, chairperson of the Alliance of BC Students. “No one schedules a time when they need support, so it’s good that a service will be available outside of regular hours for students, regardless of where they’re studying in the province.”

“Expanded mental health services are in demand for post-secondary students in B.C.,” said Aran Armutlu, chairperson of the British Columbia Federation of Students. “Having more options for counselling and other services available, and having 24/7 access to these services, is a welcome addition to the changes this government is making for students.”

Post-secondary students, aged 15-24, are more likely to report mental illness and/or substance-use disorders than other age groups. The 2016 National College Health Association survey of Canadian post-secondary students found a significant number of students are experiencing mental-health problems and illnesses: 44.4% of surveyed students reported that at some point

in the previous 12 months they felt “so depressed it was difficult to function”; 13% had seriously considered suicide; 2.1% had attempted suicide and 18.4% reported being “diagnosed or treated by a professional” for anxiety.

The 24/7 service is in addition to several other planned initiatives in 2019 to strengthen mental-health supports for post-secondary students.

A copy of the notice to planned procurement is available online:  
<https://www.bcbid.gov.bc.ca/open.dll/>

**Contact:**

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BRITISH  
COLUMBIA

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## NEWS RELEASE

For Immediate Release  
2019PREM0001-000010  
Jan. 7, 2019

Office of the Premier  
Ministry of Education

### **Premier launches second annual awards to recognize excellence in education**

VICTORIA – Nominations are once again open for the Premier’s Awards for Excellence in Education, an opportunity to recognize the British Columbian education professionals who are dedicated to helping all students reach their full potential.

“At last year’s inaugural excellence in education awards, we heard stories of how innovative and caring education professionals throughout the province are positively impacting the lives of students,” said Premier John Horgan. “This year, we’re looking forward to even more amazing stories of B.C. teachers, administrators and support staff working hard to ensure all students are set up for success.”

The second annual Premier’s Awards for Excellence in Education are an opportunity to recognize the contributions of public, independent and First Nations school system teachers, principals, vice-principals, administrators and support staff who go above and beyond to make life better for K-12 students in B.C. This year, 10 awards will be given out with six honouring teachers, two open to school and district administrators, and two recognizing support staff members.

“I strongly encourage all community members to take the time to nominate a deserving education professional for these exciting awards,” said Rob Fleming, Minister of Education. “For too long, teachers and support staff were undervalued in this province, and we’re working hard to change that. We want to ensure they get the respect and congratulations they deserve, as they play a pivotal role in helping shape tomorrow’s leaders.”

Nominations for the 2019 Premier’s Awards for Excellence in Education will be accepted until March 31, 2019. The 30 finalists will be announced in mid-April and will be invited to an awards ceremony at Government House in Victoria on Oct. 4, held in conjunction with World Teachers’ Day.

Winners will receive a \$3,000 personal bursary for professional learning, a \$2,000 contribution to their school community for professional learning and a commemorative artwork. Runners up will receive a certificate of recognition signed by the Premier and Minister of Education.

#### **Quotes:**

#### **Glen Hansman, president of the British Columbia Teachers’ Federation –**

“It is gratifying to see Premier Horgan and Minister Fleming recognizing the outstanding work that goes on in B.C.’s public schools every day. The tremendous professionalism and caring of teachers, support staff and administrators working together for children, youth and adult

learners is really something to celebrate.”

**Paul Faoro, president of CUPE BC –**

"For the second year in a row, I'm pleased to see the government recognizing the more than 31,000 education workers represented by CUPE. Last year's outstanding support category nominees, finalists and the winner are all stellar examples of the kind of work our members do to support quality public education, and I'm looking forward to this year's awards."

**Quick Facts:**

- The 2018 Premier's Awards for Excellence in Education saw 188 education professionals nominated from throughout B.C.
- Nine awards were given out on Oct. 5, 2018, at a ceremony at Government House in Victoria with Premier Horgan, Fleming and Lt. Gov. Janet Austin in attendance.
- There are approximately 72,000 B.C. teaching certificate holders (teachers, administrators, principals and vice-principals) and 37,000 support staff workers in B.C.
- Ten awards will be given out:
  - Six awards are open to teachers: community engagement, extracurricular leadership, Indigenous education, outstanding new teacher, social equity and diversity, and technology and innovation.
  - One award is open to those in a school-based leadership role: school leadership.
  - One award is open to those in a district leadership role: district leadership.
  - Two awards are open to support staff: outstanding support — school community (including bus drivers, crossing guards, student supervisors, Indigenous cultural facilitators, custodians, maintenance/trade workers and those working in a clerical function) and outstanding support — teaching assistant (including educational assistants and Indigenous education support workers).

**Learn More:**

To nominate an education professional for the 2019 Premier's Awards for Excellence in Education, go to: [www.gov.bc.ca/excellenceineducation](http://www.gov.bc.ca/excellenceineducation)

**Contacts:**

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## Board and Trustee Representative Committee Report

**Trustee Representative:** Julie Austin  
**Committee Name:** ECCO (Early Learning & Childcare Council in Oceanside)  
**Meeting Location:** Qualicum Commons, Qualicum Beach  
**Meeting Time:** Jan. 8, 2019 11:30 am

### **In Attendance:**

Adam Fras - City of Parksville  
Bill Preston - QCEWS  
Linda Doukakis - PacificCare  
Judi Malcolm - BLT, SD 69  
Julie Austin - SD69  
Carol – community member

### **Regrets:**

Adam Walker - Town of Qualicum  
Clark Gourley - RDN Board  
Bob Rogers - RDN Board  
Julian Fell - RDN (alternate)  
Eva - community member

### **Discussed:**

The City of Nanaimo has agreed to be the primary grant applicant for the Child Care Planning funding application, and that ECCO has agreed to support the application by providing support to the data collection within the Oceanside area.

The Mid Island Child Care Planning Collaborative grant application is a co-applicant process with District of Lantzville, City of Parksville, Town of Qualicum Beach and the City of Nanimo.

SD69 was asked to provide a letter of support (attached to the agenda). The study will take into consideration the areas encompassed by the relevant School Districts (#68 & #69) and will include the relevant First Nations adjacent to the partnering municipalities. As such, the study will analyze the unique demographic characteristics and child care needs of each jurisdiction while embedding these in a regional context. The resulting plan will identify the short, medium and long term actions necessary to support the development of additional community supported child care spaces in the four plan areas of the Mid Island Collaborative.

A motion will be presented at the January 22<sup>nd</sup> RDN meeting in Nanaimo, to have the RDN included as a participating member in the Mid Island Child Care Planning Collaborative. This would increase the value of the grant from \$100,000 to \$125,000 (each district eligible for \$25,000)

Dates for future meetings will be scheduled to avoid conflict and take into consideration meeting dates of the Town, City and RDN.



## Board and Trustee Representative Committee Report

**Trustee Representative:** Laura Godfrey  
**Committee Name:** Oceanside Building Learning Together Coalition  
**Meeting Location:** Family Place, Parkville  
**Meeting Time:** January 10, 2019; noon to 1:30 p.m.

### Committee Report:

Two websites were given ([www.2000days.ca](http://www.2000days.ca)) ([www.first2000days.org](http://www.first2000days.org)) as good examples that look at the research around brain development and child development for sharing or inclusion on pamphlets or websites in community.

National School Food Program petition, hoping for support from community groups. Canada is the only country in the G8 that does not have a national program. 1 out of 5 live in poverty and many have food insecurities. The Food Secure Canada website was provided to partners to pass along for support. Petition closes in February. <https://foodsecurecanada.org>

Around the table, we were divided into groups of 3-4 for discussion and to brainstorm around Strategic Priority Work 2 goals; reaching out to isolated areas and parent engagement. We were tasked with trying to think outside the box and come up with ideas on how to reach these goals, and then to discuss what was working in our areas. Papers were collected and Judi Malcolm will summarize the submissions for next the meeting.

Community Partner updates was cut short due to the room being booked immediately following meeting.

Next meeting is February 7, 2019.

**SCHOOL DISTRICT 69 (QUALICUM)  
STATUS OF ACTION ITEMS**

Action Item	Responsibility	Status	Proposed Deadline
<p><b>Letter to Minister of Education re FSA Data</b> (December 18, 2018) THAT the Board Chair, on behalf of the Board of Education of School District 69 (Qualicum), write a letter to the Minister of Education requesting that the Ministry review how they share the data from the Foundation Skills Assessment (FSA) with the view to keeping the identity of school districts masked.</p>	<p>Board Chair/Vice Chair</p>	<ul style="list-style-type: none"> <li>Letter drafted and sent January 14, 2019</li> </ul>	<p>Completed</p>
<p><b>Long and Short Range Priorities for District Property</b> (December 18, 2018) THAT the Board of Education of School District 69 (Qualicum) request staff develop an overview of issues related to capital plans and the long range facility plan that would benefit from having Board level guidance from the perspective of values and philosophical considerations.</p>	<p>Senior Staff/Board</p>	<ul style="list-style-type: none"> <li>Superintendent memo outlining a series of options for Trustees' consideration presented at January Board Meeting.</li> </ul>	<p>Spring 2019</p>
<p><b>Support of Application to Childcare BC New Spaces Fund</b> (December 18, 2018) THAT the Board of Education of School District No. 69 (Qualicum) request staff explore options that might allow for a Board supported community application to the Childcare BC New Spaces Fund</p>	<p>Senior Staff</p>	<ul style="list-style-type: none"> <li>Assistant Superintendent exploring options with BLT</li> <li>Letter of support prepared for ECCO</li> </ul>	<p>January/February 2019</p>
<p><b>Strategic Planning Process</b> (January 24, 2017)</p>	<p>Interim Superintendent</p>	<ul style="list-style-type: none"> <li>DPAC Consensusgram activity completed by DPAC, Trustees, PVP and school staff.</li> <li>ThoughtExchange engagement to follow in spring 2018.</li> <li>ThoughtExchange engagement went 'live' April 25<sup>th</sup> and the first phase closed May 8, 2018</li> <li>Participants were invited to prioritize the thoughts of others during the upcoming 'Star Phase'</li> <li>Results are available to trustees and staff for their consideration</li> <li>Trustees have done an initial review of the District 69 Vision, Mission, Values and Guiding Principles for Decision-making</li> <li>Secondary students are providing feedback and suggestions on what to keep, what to change, other ideas</li> <li>Interim Superintendent to complete draft Strategic Plan</li> <li>Trustees will receive a draft of the 2018-2023 Strategic Priorities at the December Board Meeting</li> <li>Final version to be presented to the Board at its January Board Meeting</li> </ul>	<p>January 2019 Completed</p>



SD69 QUALICUM

## Interim Superintendent of Schools

# Memo

**Date:** January 22, 2019  
**To:** Board of Education  
**From:** Dr. Keven Elder, Interim Superintendent of Schools  
**RE:** The Board's Beliefs Related to Capital Planning and Long Range Facilities Planning

### Background:

As part of its public board meeting of December 18, 2019, the Board of Education passed the following motion:

*That the Board of Education of School District 69 (Qualicum) request that staff develop an overview of issues related to capital plans and the Long Range Facilities Plan that would benefit from having Board level guidance from the perspective of values and philosophical considerations.*

This motion arose from conversations that the Board was engaged in related to the potential for community partner applications for childcare spaces connected to our schools, and the notion that some of those spaces might be considered for schools which may already be at capacity. Trustees and senior staff have also begun to consider the prospects of what might happen when a school with specialty space requires additional classroom space, and whether that classroom space would be best found by repurposing a specialty space or by adding space to the school.

Both of those issues, and others that relate to population or program growth, raise the question of how to create more space should schools need that. Specifically should modular classrooms or modular learning spaces be constructed on school property, or other solutions be found including converting specialty space to classrooms? On a larger scale, as the student population increases within schools that are near capacity, at what point does the Long Range Facilities Plan (LRFP) contemplate building additional space, and how might that be accomplished in a way that aligns with Board beliefs?

The Board wisely determined that now is the time to get out ahead of these planning considerations with deliberation on things philosophical and value based. Planners will certainly be able to come up with technical solutions to growth challenges, and to their credit they will use the philosophical underpinnings and guiding principles as already laid out in the LRFP and District Strategic Plan. But those planning exercises will be on much more solid ground if the Board has declared well in advance its core beliefs in relation to facility planning..



## **Context – Board Beliefs as Defined in the Strategic Plan and Long Range Facility Plan:**

As noted above, the Board has been clear in declaring its beliefs through its declared vision, mission, values, guiding principles and strategic priorities. As shared below, this belief system will continue to serve as the foundation for all of the Board's activities going forward, including facility planning.

Vision: Preparing today's learners for tomorrow's world. Intruisons nos jeunes pour la monde demain.

Mission: The Qualicum School District is a dynamic, flexible learning community that:

- Provides personalized educational experiences that complement traditional disciplines and structures to honour the unique needs, strengths, interests and learning styles of our students;
- Maintains a learning environment that fosters the development of empathy, respect and social responsibility in our learners through strong partnerships between home, school and the broader community;
- Embraces a spirit of curiosity and a passion for lifelong learning that prepares our students to become educated citizens and challenges them to become informed, confident, and creative designers of their own future;
- Is committed to weaving Indigenous learning throughout the educational experiences of all learners; and,
- Brings a trauma-informed lens to the work that we do with learners.

Values: In the Qualicum School District, we value:

- Student voice, choice and partnerships;
- Support for students' engagement in their learning
- Hands on learning that builds skills, knowledge and competencies;
- Inclusion of all learners and system wide support for diversity;
- Community partnerships in support of learning
- Choice and flexibility in educational programming and structures;
- Experiential learning that builds relevant skills, knowledge and competencies;
- Personalization of learning based on an understanding of the unique needs, strengths and passions of each student;
- Educating the whole child – heart, body and mind;
- Social responsibility and environmental sustainability;
- A collaborative mindset and the time for meaningful, focused collaboration;
- Innovation as a means of ensuring that we respond and adapt to a changing world and new understandings;
- Use of technology to enhance learning;
- Our connections with place and community;
- Recognition and celebration of success, effort and accomplishment; and,
- Experiences that bring joy in the pursuit of learning.

Guiding Principles for Organizational Decision-making:

- Our primary focus is to meet the needs of all learners where they are, and planning for the next steps in their journey.
- The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners.

- Parents and the broader community are our partners in education - we must ensure that they are given meaningful roles in helping to shape the educational experience provided to students.
- People are the most valuable asset in our organization - we invest in this asset when we provide opportunities for employees and volunteers to further their own knowledge, skills and competencies in deep, purposeful and relevant ways.
- Stewardship of the public investment in education in our community is crucial – this requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities.
- Leadership is most powerful when responsibility and accountability are spread across the system at all levels – we expect everyone in our district to demonstrate a commitment to system change and improvement.
- We care deeply about the impacts of our work – that is evident when we access and use credible information to develop plans, measure progress and inform decision-making.
- Public education has a key role to play in creating an understanding of the harm caused by colonialism and residential schools, as well as an obligation to move forward on a path toward reconciliation.

#### Strategic Priorities:

- Student-centred learning (learner focused)
- Quality teaching and learning
- Social/emotional learning

#### Issues for Board Consideration:

Beyond this set of declared beliefs the Board, through its December 18 motion, will now set out to clarify its beliefs specific to facility planning. In support of that, staff suggest that the Board consider the following issues through the lens of the two questions which will follow:

1. School size: There is research that suggests, as exemplified by Katherine Cotton's meta-analysis of 1996 that "an appropriate and effective size is 300- 400 students for an elementary school and 400-800 students for a secondary school." (*School Size, School Climate, and Student Performance*). This matches the range of school sizes that I have found during numerous analyses that I have reviewed over the years as we struggled across BC to "right-size" schools for educational and economic reasons. Excluding False Bay School, our elementary schools currently range in operating capacity from 205 to 500 students, and in enrolment from 195 to 472 students. Our secondary schools have capacities of 900 and 950 students, with enrolment of 593 and 843 students. The Board should consider how important it is to stay within a range of school sizes, and, if there is to be a move to larger or smaller than current sizes, how far beyond those ranges the Board is willing to go.
2. Grade Configurations: School District 69 is configured with seven K-7 neighbourhood elementary schools and two grade 8-12 neighbourhood secondary schools. Other sites host specialized programs including the alternate settings of PASS and Woodwinds at Winchelsea, the international school program at Family Place, and a range of programs and services offered across the district, including in repurposed closed school sites. Having previously been organized with middle schools, the district is now organized long term around the configuration of K-7 and 8-12. The Board should consider how important it is to remain with this configuration, and whether or not a return to middle school would ever make sense in terms of facility optimization and serving developmental and educational needs of adolescents.

3. District Programs: The school district offers a wide range of successful programs ranging from French Immersion to ROAMS to Youth Work in Trades (apprenticeship) to science, technology, athletics and music programs. While some are in students' neighbourhood schools, others require students to move to other locations (e.g. French Immersion Program). The Board will want to consider its beliefs in relation to what district programs should be offered and, if they are offered, to what extent students should be expected to travel to access those programs. This set of beliefs will serve as a starting point for consideration of program start-ups and locations in the future.
4. Catchment Areas: As schools grow and move toward the place of being over capacity, the Board will at some point need to consider changing catchment area boundaries in order to move students to nearby locations with more available space. The Board should continue to discuss its beliefs in regard to catchment area boundaries, including the extent to which the Board is willing to face community backlash over boundary changes in order to align enrolment with operating capacity of schools. Or put another way, whether or not in order to protect current boundaries the board would allow a school to outgrow its operating capacity by repurposing learning spaces or adding space.
5. Maintaining Small Neighbourhood Schools: There may be a time in the future when the Board is faced with the challenge of a neighbourhood school becoming so small as to generate consideration of a school closure. This would create the challenge of keeping a neighbourhood community school open, knowing that it is drawing disproportionate resources from the rest of the district, or closing the school and redeploying those savings to services elsewhere. It also creates the dilemma of wanting to serve children with a small school community feel versus wanting those students to have access to specialized resources that are available in larger settings. Thankfully, this may not be a challenge in the foreseeable future, but the Board may need to be ready to consider the issue (as it has in the past) and may want to give it some thought upstream. Given the fairly recent history with this always contentious issue, including at the Board level, and the lack of urgency at this time, this topic may not at this point need to be considered.
6. Specialty Spaces in Elementary Schools: Our elementary schools all have specialty spaces that support a range of learning experiences for children beyond the core curriculum that is normally taught within a home-based classroom. The school district, the Board, and the communities we serve have demonstrated a commitment to exploratory programs (technology education, home economics or foods, woodwork, drama), specialty programming within Makerspace settings, and perhaps most importantly band and music. Schools also have multi-purpose rooms, or MPRs, and other customized learning spaces. The Board may want to affirm or reaffirm its beliefs in regard to the value of creating and maintaining specialized spaces for specialized learning experiences, particularly in the face of what might be space challenges that come from increasing enrolment in elementary schools.
7. Community Partnerships and Current Leased Spaces: School District 69 is as engaged in meaningful and effective community partnerships as any district in the province. The variety of programs, services and locations is something to take as a true success for the district and its many partners. With many of those programs in district-owned settings (including Qualicum Commons, Craig Street Commons, French Creek Community School and Family Place), if the Board faces space pressures in the future that are sizable enough to consider adding a school, the question of re-opening a closed site may come up. While that would be well down the road, the Board should have given some thought beforehand as to the question of "reopen, or build new." Reopening a closed site would of course displace community programming, making early thinking a priority on this issue.
8. Modular Buildings as Solutions to Space Limitations: There will be a time, probably in the near future, when schools are enrolling more students than they can fit into their current physical configurations. This normally presents itself in a setting where classroom space could be available but it is being used

for a specific educational purpose. For example, elementary schools have spaces that could be used as a home base for a classroom, in fact they may have been that at some point, but are currently used for a particular program such as Makerspace, Foods and Textiles, or Music and Band. Should those important programs be left where they are and a modular classroom come in for one division of students? Or should a modular be brought in and used as a specialty space? Or are modular buildings something that this Board is not interested in at all, requiring in the case of a space crunch a reallocation of internal space and the possible elimination of a program?

**Note:** Modular learning spaces ought to be considered in a different light than that of “portables”, which connote old and often run down structures the likes of which districts and the province have been committed to removing from school properties. Modular buildings, much like modular houses, in their modern form, are more permanent and can be fine learning spaces.

9. Modular Buildings and New Community Programming: As an outflow of the previous two points, there may be a time when community programming can come to school properties in ways that would contemplate modular buildings being added to a current school site. One such opportunity on the immediate horizon is the potential for community partners to receive funding for child care spaces, with the ideal locations for those services being offered on a current school site. If so, the question will turn immediately to whether or not the Board will support having those child care spaces provided in new modular buildings on school properties. Whether or not the Board would support the addition of those spaces and, if so, by the addition of modular buildings, is an issue for Board consideration.
10. Adding Space with Ministry Funding: As schools grow beyond capacity, and district capacity is at a level where the Ministry would consider adding on to a facility rather than expecting boundary changes, the Board may at some point need to decide what to do with that opportunity. That starts with the Board talking about beliefs and values related to school additions. On the surface, it might seem logical to just say yes if the LRFP moves the district toward adding classrooms and specialty spaces to existing schools, but the Board may want to think about that in relation to other options that might also be available. Those would include moving district programs, changing boundaries, and deciding at what point a growing school is simply getting too large.

#### **Request of the Board:**

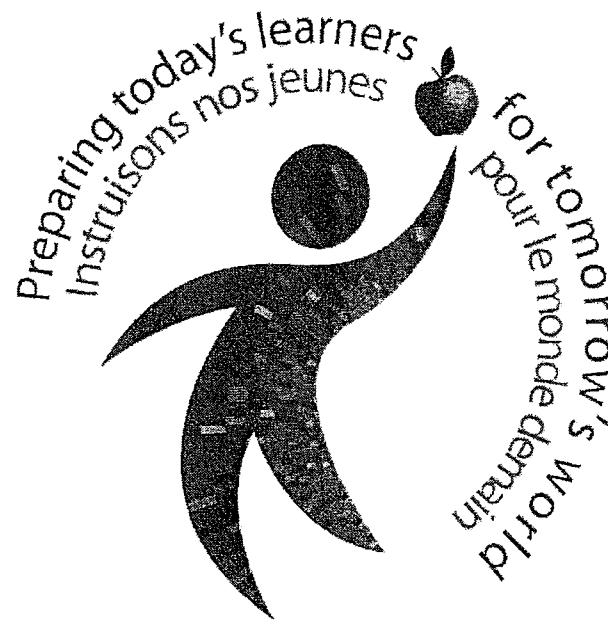
In keeping with the Board motion of December 18, 2019 (see above), we are asking that the Board deliberate on each of the issues listed above, and provide an answer to the following questions in relation to each of those issues:

1. **What is the Board’s fundamental belief** with respect to the issue, in terms of values and philosophical considerations?
2. **What direction does the Board wish to provide to senior staff** in relation to future consideration of the issue, including how much discretion should senior staff exercise in addressing the issue should it arise in the near future or over the long term?

We look forward to supporting the Board in its deliberations, and will be happy to place this item on a future board agenda, whether in a public board meeting or as part of an extended board planning day.

Dr. Keven Elder  
Interim Superintendent of Schools

# School District 69 (Qualicum) Strategic Plan 2019 to 2023



*Student Centered Learning  
Quality Teaching and Leadership  
Social/Emotional Learning*

The Board of Education of School District 69 (Qualicum) believes that leadership, stewardship and relationships are the hallmarks of effective governance. The Board further believes that vision, mission, values, and guiding principles developed in collaboration with employees and the broader community are foundational to the work of establishing policy and managing the fiduciary responsibility of allocating resources in ways that best meet the educational needs of learners in our communities.

The face of education in our province is changing. We know more now than we have ever known before about how children learn. We have been challenged to be part of a transformation agenda that will create new learning environments for our students that will feed their curiosity, engage their interest, and prepare them for success in a world that challenges the boundaries of our imagination.

While a future focus is crucial, the Board of Education believes that there is a compelling case for enhancing and building on our past educational successes if we are to chart a course forward that will honour community work and values that have us in the place of strength that we currently operate from. Our District is held in high regard around the province for the good work that has been done in areas such as early learning, assessment of learning, Indigenous Education and innovative community partnerships. We need to continue our trajectory in these areas.

### **Strategic Planning Process**

The 2019 to 2023 Strategic Plan emerges from the good work done in the community five years ago, when a series of community engagement sessions built consensus around the Board's vision, mission, values, guiding principles and strategic priorities. Much of that work from 2013 remains unchanged in the 2019 plan, which speaks to the consistency of the fundamental beliefs on which this new plan is built.

By way of context, those engagement sessions asked people to, *"Imagine a time in the future when people around the province look to our School District as a learning community where students of all ages are provided with a world class educational experience that is both engaging and relevant."* People were asked: What kinds of programs, systems and structures are in place; and, which aspects of this imagined future make you most proud?

People were also asked about: current programs, structures and practices that best represented an effective education system; one thing that could help us provide improved educational experiences for students; and, emerging trends, innovations and dynamics that could transform our schools in this rapidly transforming world.

Over 1000 people had a hand in creating, shaping and prioritizing the data that was gathered in this process over the course of a full year. This plan builds on that foundation and is the result of extensive planning discussions carried out throughout 2018, most notably with students.

What we heard from our community in 2018 as part of an online survey included:

- Letting students guide their own learning gives them confidence, responsibilities and courage without pressure.
- Teachers have been excellent at seeing the individual strengths of my kids and figuring out how to personalize their lessons accordingly.
- An increased focus on schools becoming involved and connected to their community is needed to expand students' world vision and building of connections and relationships.

Students shared what they are looking for from education in the 2020s:

- Being able to choose classes that are of interest to them
- School-wide activities/events and extra-curricular activities/sports
- Caring, supportive, knowledgeable and available teachers
- Opportunity for hands-on learning in a variety of fields
- Field trips for educational experiences
- Flex blocks/time at school to do work beyond regular classes
- Value of creativity in the arts – not just science
- Student leadership opportunities
- On-line/self-directed classes
- Opportunities to rewrite exams/quizzes
- Upgrades to facilities and resources
- Post-secondary planning
- More time between classes
- Earlier guidance toward post-secondary options
- Increased personal space for learning
- Credits that are transferable to other provinces or to post-secondary institutions
- Support for mental and physical health

Students were equally clear about what they want less of:

- Lecture-style classes
- Homework
- Political perspectives forced on students
- Focusing on grades rather than on subject matter
- Transitions/Connections blocks
- Unreasonably firm timelines
- Teachers purchasing supplies with their own money
- Unreasonable expectations

Based on the extensive consultations of 2013 and the follow-up with students and community members in 2018, the Board is able to commit to the following vision, mission and values as a precursor to its declaration of strategic priorities for 2019 to 2023:

**Vision:**

*Preparing today's learners for tomorrow's world.  
Intruisons nos jeunes pour la monde demain.*

**Mission:**

The Qualicum School District is a dynamic, flexible learning community that:

- Provides personalized educational experiences that complement traditional disciplines and structures to honour the unique needs, strengths, interests and learning styles of our students;
- Maintains a learning environment that fosters the development of empathy, respect and social responsibility in our learners through strong partnerships between home, school and the broader community;
- Embraces a spirit of curiosity and a passion for lifelong learning that prepares our students to become educated citizens and challenges them to become informed, confident, and creative designers of their own future;
- Is committed to weaving Indigenous learning throughout the educational experiences of all learners; and,
- Brings a trauma-informed lens to the work that we do with learners.

**Values:**

In the Qualicum School District, we value:

- Student voice, choice and partnerships;
- Support for students' engagement in their learning
- Hands on learning that builds skills, knowledge and competencies;
- Inclusion of all learners and system wide support for diversity;
- Community partnerships in support of learning
- Choice and flexibility in educational programming and structures;
- Experiential learning that builds relevant skills, knowledge and competencies;
- Personalization of learning based on an understanding of the unique needs, strengths and passions of each student;
- Educating the whole child – heart, body and mind;
- Social responsibility and environmental sustainability;
- A collaborative mindset and the time for meaningful, focused collaboration;



- Innovation as a means of ensuring that we respond and adapt to a changing world and new understandings;
- Use of technology to enhance learning;
- Our connections with place and community;
- Recognition and celebration of success, effort and accomplishment; and,
- Experiences that bring joy in the pursuit of learning.

#### **Guiding Principles for Organizational Decision-making:**

- Our primary focus is to meet the needs of all learners where they are, and planning for the next steps in their journey.
- The foundation of organizational health and success is trust relationships – we commit to clear, open communication that builds personal and public confidence in the work we do with and for our learners.
- Parents and the broader community are our partners in education - we must ensure that they are given meaningful roles in helping to shape the educational experience provided to students.
- People are the most valuable asset in our organization - we invest in this asset when we provide opportunities for employees and volunteers to further their own knowledge, skills and competencies in deep, purposeful and relevant ways.
- Stewardship of the public investment in education in our community is crucial – this requires an unwavering commitment to fiscal responsibility and allocation of resources based on identified needs and strategic priorities.
- Leadership is most powerful when responsibility and accountability are spread across the system at all levels – we expect everyone in our district to demonstrate a commitment to system change and improvement.
- We care deeply about the impacts of our work – that is evident when we access and use credible information to develop plans, measure progress and inform decision-making.
- Public education has a key role to play in creating an understanding of the harm caused by colonialism and residential schools, as well as an obligation to move forward on a path toward reconciliation.

#### **Strategic Priorities:**

The strategic priorities in the 2019 to 2023 Strategic Plan flow from the priorities of the previous plan, which were:

- Increasing engagement of learners by providing personalized educational experiences
- Responding to the diverse social/emotional needs to increase their chances of success
- Ensuring that the structures that shape and support learning are flexible and responsive to the needs of learners
- Integrating technology effectively in order to broaden and deepen learning for all

These four priorities remain central to the new plan, and will remain profiled throughout the district in the form of window postings in all schools and district locations. The following three priorities for the 2019 to 2023 Strategic Plan align with the first three from the previous plan, but given the extent to which technology has become pervasive and transparent in its use throughout the district, the fourth priority (technology) no longer needs to stand alone.

For 2019 to 2023, the three strategic priorities, and their critical components, are:

Strategic Priority 1	Components
<p><b>Student-Centered Learning (Learner Focused)</b></p>	<ul style="list-style-type: none"> <li>• Student choice in their learning</li> <li>• Student choice in their assessment methods</li> <li>• Student voice in the design of learning</li> <li>• Indigenous understandings at the forefront</li> <li>• Recognition of and support for unique needs</li> <li>• Flexible and responsive structures and programs</li> <li>• Varied and differentiated learning environments</li> <li>• Multiple pathways to success for learners</li> <li>• Inter-disciplinary approaches to teaching and learning</li> <li>• Co-curricular (complementary) learning opportunities</li> <li>• Technology as an embedded component of learning</li> </ul>

Strategic Priority 2	Components
<p><b>Quality Teaching and Leadership</b></p>	<ul style="list-style-type: none"> <li>• Learner-focused instruction and support</li> <li>• Multiple points of entry to learning for students</li> <li>• Differentiated instruction</li> <li>• Competency-based focus for teaching and learning</li> <li>• Commitment to the new curriculum</li> <li>• Improved assessment and evaluation practices</li> <li>• Continuous communication of student learning</li> <li>• Instruction oriented to “next steps” in learning</li> <li>• Support for experiential learning experiences</li> <li>• Commitment to self-reflection as part of learning</li> <li>• Use of technology as a support for learning</li> <li>• Collaboration with colleagues</li> </ul>

Strategic Priority 3	Components
Social/Emotional Learning	<ul style="list-style-type: none"> <li>• All learners “bringing themselves fully” to learning</li> <li>• Use of a trauma-informed lens in service to children</li> <li>• Focus on belonging, inclusion and connection</li> <li>• Commitment to health and well-being of all</li> <li>• Focus on supports for self-regulation of learners</li> <li>• Support for learners developing resiliency</li> <li>• Taking a growth-oriented approach to all learning</li> <li>• Ensuring optimal supports for vulnerable learners</li> <li>• Accessing all available resources in our communities</li> </ul>

**Next Steps:**

- Senior staff will work with district-wide leadership teams, including teachers, support staff, principals and vice-principals, parents and community partners, to share these strategic priorities and engage in dialogue about how they come to life every day.
- Senior staff will ensure that all planning and documentation, including the *First Nations, Métis and Inuit Education Enhancement Agreement* and the school district *Enhancing Student Learning* plan, reflect and build on the strategic priorities.
- The Board and senior staff will use the strategic priorities in annual and ongoing budget and facilities planning.
- Senior staff will work with district leaders, including principals and vice-principals, to develop means of monitoring success in relation the components of each of the strategic priorities, and will then track and report those trends over time.



# Interim Superintendent of Schools

## Memo

**Date:** January 22, 2019  
**To:** Board of Education  
**From:** Dr. Keven Elder, Interim Superintendent of Schools  
**RE:** Implications and Next Steps Emerging from Provincial Funding Model Review

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### Background:

In February 2018, the Honourable Rob Fleming, Minister of Education, appointed a seven-member independent Funding Model Review Panel. The panel was charged with reviewing the way that funding is allocated in the K-12 public education sector in British Columbia, and with providing recommendations based on feedback received through province-wide consultations.

The funding formula was last reviewed in 2002, when the model shifted from cost-based to a funding formula based primarily on FTE enrolment, with allowance for supplementary grants in relation to unique needs or backgrounds of learner, and unique circumstances for school districts. Much has changed since then, including a shift from declining enrolment to growth in many school districts, restoration of teachers' collective agreement language, implementation of a new curriculum regime and a new graduation program, infusion of technology into learning environments, enhancements to services being provided to learners with unique needs, changes to services and supports for Indigenous learners, and more.

It is important to note that while the entire funding model was the subject of review, much of the focus from the public, the media, families and our employees has been on how a revised funding model might change the means by which funds are allocated to districts in relation to special education and supports for students with unique needs. For example, would the panel recommend a move from a complex categorical funding model to a more streamlined non-categorical (or less categorical) model of funding based on the school district and community profile?

The panel concluded its work in the fall of 2018, and the Minister released the report on December 19, 2018. The news release can be found at <https://news.gov.bc.ca/releases/2018EDUC0075-002457>, where there is a link to the full 74-page report entitled, *Improving Equity and Accountability; Report of the Funding Model Review Panel 2018*.

In its report, the panel identified the most significant issues identified by participants during the course of the panel's review as being:

- Funding level, assessment approaches and administration related to students with special needs;
- Different cost pressures facing urban, rural, and remote school districts;
- The need to continue to support Indigenous students;
- Funding implications of the redesigned provincial curriculum and graduation program;
- Managing funding uncertainty; and
- The need of school districts to maintain the flexibility to address local priorities.

The report includes 22 recommendations designed to support more equitable access to educational services for all students, strengthen accountability for educational and financial management outcomes, and address a number of systemic issues identified by the panel during the process.

### **Highlights of Recommendations:**

#### Theme 1: Equity of Educational Opportunities

1. Allocate funding for specific needs first (inclusive education, Indigenous education, unique district characteristics) then allocate the remainder of funding on a per-student basis.
2. Ministry should retain some targeted funding for self-identified Indigenous learners.
3. Ministry should work with FNEC to support continuous improvements for Indigenous learners.
4. Consolidate and simplify existing supplements for unique school district and school characteristics.
  - a. For school districts, consider enrolment against provincial median, distances from schools to geographic centres, weather related factors, population density, geographic features, and a modification to the salary differential calculation to include total compensation for all district employees.
  - b. For school districts, consider the number and size of small schools as well as persistent over-capacity of schools, and provide increased funding where a school is the only one in the community and is under capacity.
5. Replace all current supplements for enrolment decline and funding protection with a transition to a three-year window of 100% funding to 2/3 funding in year two, 1/3 funding in year three, then fully implemented funding reduction in year four.
6. Create a single Inclusive Education Supplement to replace supplements for special needs funding, language learning, vulnerable learners, CommunityLINK, Ready Set Learn, the student location factor and funding currently in the basic allocation that used to be allocated to high incidence categories.
  - a. Students requiring high-cost supports should be funded; eligibility criteria and funding rates should be developed by the Ministry, with a focus on students that are physically dependent and/or have needs that significantly impact learning (medical diagnosis, compliance audits).
  - b. The remaining inclusive education fund should be allocated through a prevalence-based model using third-party and socio-economic population data (health factors 50%, children in care 20%, income and earnings 20%, English/French language development 10%).
7. Ministry should develop a unique school district factor for the Francophone Authority.
8. Ministry should eliminate the Classroom Enhancement Fund and incorporate those funds into the district operating grants.

9. Ministry should base the funding allocations for school-aged children on the number of students rather than the number of courses being taken.
10. Ministry should develop a new policy and program delivery model for distributed learning to ensure consistent access to quality programming across the province.
11. Course-based funding should remain for graduated adults, non-graduated adults, continuing education (adult and school-age), distributed learning (adult only) and summer school (school-age).

### Theme 2: Accountability

12. Ministry should establish a provincial accountability and reporting framework for K-12 public education, three to five broad system-wide goals that are specific, measurable and focused on student outcomes, then monitor results and work directly with districts experiencing difficulty.
13. Boards should be required to develop strategic plans based on provincial and local priorities.
14. Boards should be required to strengthen planning processes in terms of operational plans to deliver on provincial and board goals across all areas (HR, IT, educational programs and services, facilities, and finance), with annual performance reporting at the same time as financial statements.
15. Ministry should shift the focus of the Compliance Audit Program from purely financial to incorporate quality assurance in terms of student outcomes, programs and services, and management of the school district operations (with funding recovery deferred for one year as the system emerges).
16. Ministry should provide ongoing leadership and support to help strengthen governance and management capacity at all leadership levels in school districts.
17. Ministry should expand its workforce planning project and work with school districts to develop a provincial K-12 human capital plan.

### Theme 3: Financial Management

18. Ministry should identify net cost pressures and new program expenditures and bring them forward to Treasury Board for when consideration of the total quantum for education funding is being set.
19. Government should issue three-year operating grants to school districts, with a requirement for Boards to have three-year financial plans.
20. Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, along with clear requirements for acceptable conditions for a Board having a surplus.
21. There should be no change to the way that locally-generated revenues are treated by the Ministry.
22. The Ministry should either provide capital funding for expenditures not currently reflected in the capital program, or clarify which items are ineligible for capital program in order to allow districts to accumulate reserves for those priorities.

### **Next Steps for Government:**

In the section of the report entitled "Going Forward," the panel advised against a further in-depth, open-ended, extended consultation process, recommending that government may want to consider focusing further consultation efforts on specific technical implementation issues. The panel also suggested that no Board of Education should be unreasonably affected by the changes, and that the Ministry should take the time to explain the new model and, after implementation, monitor for unintended consequences and adjust the model as necessary.

Subsequent to receipt of the report, and in consideration of the extensive changes that are proposed, the Ministry determined that moving toward implementation for the 2019/20 school year would leave too little time between December 2018 and March 2019 to affect a clear and coherent transition. Wisely (in my opinion) the Ministry has delayed implementation of the new model for a year and will undertake a series of processes to ensure clarity going forward toward possible implementation for the 2020/21 school year.

**Recommendation for Board Consideration:**

The Board may wish to consider the following motion at its public Board meeting of January 22, 2019:

*THAT the Board of Education of School District 69 (Qualicum) direct the Secretary-Treasurer and Superintendent to monitor and, as possible, engage in the processes established by the Ministry of Education that are intended to ensure clarity in regard to possible implementation of the provincial funding model for the 2020/21 school year.*

**Rationale for Recommendation:**

The Board will want, through its senior staff and through direct involvement of trustees as it relates to governance and planning, to have a clear understanding of which of the recommendations of the Ministry's independent review panel on education funding are being implemented for 2020/21 and what the implications will be for School District 69. The Board will want to have that information prior to January 2020 when budget planning for the 2020/21 school year will commence.

Submitted with respect,

Dr. Keven Elder  
Interim Superintendent of Schools

## 2019/20 Budget Process Schedule

<b>January 22, 2019</b>	<b>Regular Board Meeting</b>	<b>Time: 7:00 pm</b>
<b>Location:</b>	Forum PCTC	
<b>Purpose:</b>	2018/19 Amended Budget	

**Compile Enrolment Projections & Staffing Needs**

<b>February 5, 2019</b>	<b>Monthly Administrators Meeting</b>	<b>Time: 3:30 pm</b>
<b>Location:</b>	Qualicum Commons	
<b>Purpose:</b>	To review Year to Date for 2018/19, provide a general overview to 2019/20 including projections and general staffing levels, discuss budget meeting schedule, discuss obligations and restraints	

**Compile List of Priorities/Options/Staffing Needs Due to Projections**

<b>February 8, 2019</b>	<b>Trustees/Senior Staff Budget Working Session</b>	<b>Time: 11:00 am to 1:00 pm</b>
<b>Location:</b>	Board Office	
<b>Purpose:</b>	Budget goal-setting exercise	

<b>February 20/19</b>	<b>Budget Discussion - Trustees/Senior Staff meet with PVP/MATA/CUPE/DPAC Representatives</b>	<b>Time: 1:00 to 3:00 pm</b>
<b>Location:</b>	TBD	
<b>Purpose:</b>	To review Year to Date for 2018/19, provide a general overview to 2019-20 including projections and general staffing levels, discuss budget meeting schedule, discuss obligations and restraints.  Members of the public are welcome to attend and provide comments/ask questions at the end of the meeting.	

<b>February 20/19</b>	<b>Staff/Public Budget Information Sessions with Trustees and Senior Staff</b>	<b>Time: 6:00 pm</b>
<b>Location:</b>	TBD	
<b>Purpose:</b>	Opportunity for staff and public to provide the Board with input as to District budget priorities.	

<b>February 26, 2019</b>	<b>Regular Board Meeting</b>	<b>Time: 7:00 pm</b>
<b>Location:</b>	Forum, PCTC	

<b>March 5/19</b>	<b>Departments Submit Draft Budgets to Secretary-Treasurer</b>	
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<b>March 12/19</b>	<b>Regular Board Meeting</b>	<b>Time: 7:00 pm - TBC</b>
<b>Location:</b>	Forum PCTC	

**March 15/19 Funding Announcement**

<b>April 2/19</b>	<b>Monthly Administrators Meeting</b>	<b>Time: 3:30 pm</b>
<b>Location:</b>	Qualicum Commons	
<b>Purpose:</b>	All administrative staff to review revised funding and priority list	

<b>April 8/19</b>	<b>Budget Discussion - Trustees/Senior Staff meet with PVP/MATA/CUPE/DPAC Representatives</b>	<b>Time: 1:00 to 3:00 pm</b>
<b>Location</b>	Qualicum Commons	
<b>Purpose:</b>	To review draft budgets in comparison to preliminary revenues. Members of the public are welcome to attend and provide comments/ask questions at the end of the meeting.	

**Additional Board/Senior Staff Budget Discussions as Required**

<b>April 16/19</b>	<b>Location: Special Public Budget Meeting</b>	<b>Time: 6:00 pm</b>
<b>Location:</b>	Forum PCTC	
<b>Purpose:</b>	To review draft budget	

<b>April 23/19</b>	<b>Regular Board Meeting</b>	<b>Time: 7:00 pm - TBC</b>
<b>Location:</b>	Forum PCTC	
<b>Purpose:</b>	Adopt 2019/20 Preliminary Budget	



## BIG IDEAS

Our behavior and actions are constantly perpetuating gender roles.

Individual world views shape and inform our understanding of Gender.

Gender is viewed differently around the world.

Engaging in creative processes can build our self-efficacy.

Women's rights activists have engaged in writing, creating and speaking to create change and challenge the status quo.

## Learning Standards

### Curricular Competencies

Students are expected to do the following:

*Explore and Create:*

- Explore the use of various mediums in creating art
- Explore the role of oral storytelling in First Peoples culture
- Explore the use of oral storytelling to share original stories or to re-tell stories
- Create artistic works independently and collaboratively that are inspired by ideas, beliefs or theories about gender
- Create original texts using different styles, structures and features

*Connect and Reflect:*

- Connect our experiences with ideas, beliefs and theories about gender, to how it is viewed around the world
- Connect our experiences with ideas, beliefs and theories about gender, to literary works
- Reflect on how engaging in creative processes can build our self-efficacy
- Reflect on Women's rights movements and how they have worked to change the status quo

*Examine and Evaluate:*

- Examine how behavior and actions can perpetuate gender roles
- Examine how individual worldviews shape and inform our understanding of gender
- Examine how ideas, beliefs and theories about Gender have changed over time
- Evaluate the significance of changing ideas, beliefs, and theories about Gender

### Content

Students are expected to know the following:

*Creating processes:*

- ❖ How to use pencils, charcoal and pastels to create art
- ❖ How to engage an audience through oral storytelling

*Strategies and processes:*

- ❖ reading strategies
- ❖ writing processes
- ❖ self-reflection
- ❖ thinking processes

- ❖ definitions of gender
- ❖ theories about gender
- ❖ gender issues
- ❖ historical injustices about gender
- ❖ key activists in women's rights movements
- ❖ varying cultural views about gender

## Big Ideas – Elaborations

**Gender:** is the range of characteristics pertaining to, and differentiating between, masculinity and femininity. Often times socially created, characteristics of gender may include: sex-based social structures, gender identity, or biological sex.

**Creative Processes:** using connections between new and old ideas, engage in the process of creating writing, art, and oral stories; to express our learning, and beliefs about gender.

## Curricular Competencies – Elaborations

### Mediums:

- Pencil, charcoal, or pastel.

### Theories:

- Feminist Theory
- Intersectionality
- Social Change and Activism
- Postcolonial Theory
- Gender Theory
- Queer Theory

### Styles, Structures, and Features:

- Styles: Expository, Descriptive, and Narrative
- Structures: Description, Sequence, Cause and Effect, Compare and Contrast, or Problem and Solution.
- Non-Fiction Features: Captions, Glossary, Graphics, Illustrations, Maps, or Labels.
- Fiction Features: Story Elements, Figurative Language, or Narration.

### Around the World:

- Middle East, Africa, Asia, Canada, the United States, or South America Etc.

### Women's Rights Movements:

- 19<sup>th</sup> century until now
- Contributions from art and literature
- Contemporary advocates for women's rights
- Missing and Murdered Indigenous Women

## Content Objectives

### Reading Strategies:

- Questioning, Connecting and Inferring
- Zooming In
- Transforming

## Content Elaborations

### Writing Processes:

- Styles: Expository, Descriptive, Persuasive, and Narrative
- Structures: Description, Sequence, Cause and Effect, Compare and Contrast, or Problem and Solution.
- Non-Fiction Features: Captions, Glossary, Graphics, Illustrations, Maps, or Labels.
- Fiction Features: Story Elements, Figurative Language, or Narration.

### Self-reflection:

- On an ongoing basis, think about how engaging in creative processes are impacting their self-efficacy
- On an ongoing basis, set goals for growth with their skills in writing, art, and oral storytelling

### Thinking Processes:

- Examine in detail; breaking information into parts by identifying motives or causes.
- Create something new by compiling information in a different way.
- Justify and defending opinions, make judgements about information and support your claims with evidence.

### Gender Issues:

- Gender roles
- Transphobia
- Sexism

### Historical Injustices:

- Missing and murdered Indigenous women
- Inability to vote
- Decreased human rights

### Key Activists in Women's Rights Movements:

- Margaret Atwood, Naomi Alderman, Louise Erdrich, Judy Chicago, Shirin Neshat, Emma Watson Etc.

### Varying Cultural Views:

- Gender roles and feminist movements in Middle East, Africa, Asia, Canada, the United States, or South America Etc.

**Recommended Instructional Components:**

- 1) Inquiry
- 2) Use of Literary Novels and Art
- 3) Socratic Seminars/Classroom Discussion
- 4) Lectures
- 5) Personal and Reflective Writing Opportunities
- 6) Personal and Reflective Arts Opportunities
- 7) Indigenous Guest Speakers
- 8) Other instructional strategies that are authentic to the students or the teacher

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

**1) Elements of Formative Assessment:**

- To set clear learning goals and criteria
- To encourage self-reflection and goal setting
- To deepen student learning by encouraging inquiry
- To provide students with next steps

**2) BC Performance Standards:**

- Writing Assessments
- Self-reflection

**3) Periodic Summative Assessments:**

- Learning Diaries/Entries
- Essays
- Presentations; Oral Stories or Showcase Learning
- Classroom Discussions

**Learning Resources:**

To use with students:

Literature:

**Naomi Alderman:** The Power

**Margaret Atwood Novels:** The Edible Woman, Surfacing, Alias Grace, or A Handmaid's Tale

**Louise Erdrich:** The Bingo Palace

Photographers and Artists:

Judy Chicago, Shirin Neshat, Carrie Mae Weems, or Cynthia MacAdams

Films:

"Feminists: What were they thinking?"

For Teachers:

*Powerful Readers* by Kyla Hadden and Adrienne Gear

*Feminism and Gender Theory* by Darlene Juschka

*Queer Theory, Gender Theory* by Riki Wilchins

*Gender Trouble: Feminism and the Subversion of Identity* by Judith Butler

**Additional Information:**

This course should be adapted for the interests/passions of the teacher and the students in the room. The above elaborations are ideas but the content should be adapted towards the interests of the students and should be heavily influenced by the inquiry process. Students should be encouraged to take risks and share their understanding of gender through creative processes; reflecting along the way on their personal growth and self-efficacy.

**Course Synopsis:**

Students will actively engage in creative processes like storytelling, writing, and art to explore ideas around Gender. Developing these processes, students will examine ideas, beliefs, and theories about Gender in our society and around the world; both looking at the current status of Gender and the evolution of ideas, beliefs and theories of Gender over time. Students will explore these topics in the classroom and in the field, through literary texts and through art. Learning outside will provide the students with an opportunity to connect to nature, and to achieve daily physical activity.

**Goals and Rationale:**

1. Allow the students to engage in the content through creative processes.
2. Empower students to be themselves and to accept others.
3. Understand Gender in our society and around the world.
4. Provide the opportunity to get outside and move.
5. Connect students to the local environment.

**Aboriginal Worldviews and Perspectives:**

1. Indigenous perspectives of Gender.
2. Role of oral storytelling in First Peoples culture.

Amended Annual Budget

**School District No. 69 (Qualicum)**

June 30, 2019

# School District No. 69 (Qualicum)

June 30, 2019

## Table of Contents

Bylaw .....	1
Amended Annual Budget - Revenue and Expense - Statement 2 .....	2
Amended Annual Budget - Changes in Net Financial Assets (Debt) - Statement 4 .....	4
Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund - Schedule 1 .....	5
Amended Annual Budget - Operating Revenue and Expense - Schedule 2 .....	6
Schedule 2A - Amended Annual Budget - Schedule of Operating Revenue by Source .....	7
Schedule 2B - Amended Annual Budget - Schedule of Operating Expense by Object .....	8
Schedule 2C - Amended Annual Budget - Operating Expense by Function, Program and Object .....	9
Amended Annual Budget - Special Purpose Revenue and Expense - Schedule 3 .....	11
Schedule 3A - Amended Annual Budget - Changes in Special Purpose Funds .....	12
Amended Annual Budget - Capital Revenue and Expense - Schedule 4 .....	14

\*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.



## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 69 (QUALICUM) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 69 (Qualicum) Amended Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$57,010,198 for the 2018/2019 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE 22nd DAY OF JANUARY, 2019;

READ A SECOND TIME THE 22nd DAY OF JANUARY, 2019;

READ A THIRD TIME, PASSED AND ADOPTED THE 22nd DAY OF JANUARY, 2019;

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Chairperson of the Board

( Corporate Seal )

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Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 69 (Qualicum) Amended Annual Budget Bylaw 2018/2019, adopted by the Board the 22nd DAY OF JANUARY, 2019.

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Secretary Treasurer

# School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	4,252,125	4,195,125
Adult	5,625	5,750
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>4,257,750</b>	<b>4,200,875</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	47,431,362	45,853,920
Other	101,450	101,450
Tuition	4,100,000	3,900,000
Other Revenue	1,500,000	1,655,000
Rentals and Leases	650,000	600,000
Investment Income	300,000	175,000
Amortization of Deferred Capital Revenue	2,277,436	2,274,155
<b>Total Revenue</b>	<b>56,360,248</b>	<b>54,559,525</b>
<b>Expenses</b>		
Instruction	44,360,275	42,719,862
District Administration	2,298,251	2,131,659
Operations and Maintenance	7,927,273	7,906,027
Transportation and Housing	2,005,849	1,978,942
<b>Total Expense</b>	<b>56,591,648</b>	<b>54,736,490</b>
<b>Net Revenue (Expense)</b>	<b>(231,400)</b>	<b>(176,965)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>333,077</b>	<b>292,619</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>101,677</b>	<b>115,654</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	101,677	115,654
<b>Budgeted Surplus (Deficit), for the year</b>	<b>101,677</b>	<b>115,654</b>

# School District No. 69 (Qualicum)

Statement 2

Amended Annual Budget - Revenue and Expense  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	47,848,514	47,299,263
Operating - Tangible Capital Assets Purchased	418,550	418,550
Special Purpose Funds - Total Expense	5,898,825	4,560,176
Capital Fund - Total Expense	2,844,309	2,877,051
<b>Total Budget Bylaw Amount</b>	<b>57,010,198</b>	<b>55,155,040</b>

Approved by the Board

Signature of the Chairperson of the Board of Education \_\_\_\_\_ Date Signed \_\_\_\_\_  
Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_  
Signature of the Secretary Treasurer \_\_\_\_\_ Date Signed \_\_\_\_\_

# DRAFT

# School District No. 69 (Qualicum)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(231,400)</u>	<u>(176,965)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(418,550)	(418,550)
From Deferred Capital Revenue	<u>(2,336,272)</u>	<u>(2,437,719)</u>
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(2,754,822)</u>	<u>(2,856,269)</u>
Amortization of Tangible Capital Assets	<u>2,594,309</u>	<u>2,577,051</u>
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(160,513)</u>	<u>(279,218)</u>
	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>(391,913)</u></u>	<u><u>(456,183)</u></u>

**School District No. 69 (Qualicum)**

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
 Year Ended June 30, 2019

	Operating Fund	Special Purpose Fund	Capital Fund	2019 Amended Annual Budget
	\$	\$	\$	\$
<b>Accumulated Surplus (Deficit), beginning of year</b>	2,133,654	-	18,330,368	20,464,022
<b>Changes for the year</b>				
Net Revenue (Expense) for the year	85,473		(316,873)	(231,400)
Interfund Transfers				
Tangible Capital Assets Purchased	(418,550)		418,550	-
<b>Net Changes for the year</b>	(333,077)	-	101,677	(231,400)
<b>Budgeted Accumulated Surplus (Deficit), end of year</b>	1,800,577	-	18,432,045	20,232,622

**School District No. 69 (Qualicum)**Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	42,632,537	42,498,744
Other	101,450	101,450
Tuition	4,100,000	3,900,000
Other Revenue	150,000	150,000
Rentals and Leases	650,000	600,000
Investment Income	300,000	175,000
<b>Total Revenue</b>	<u>47,933,987</u>	<u>47,425,194</u>
<b>Expenses</b>		
Instruction	38,660,796	38,359,032
District Administration	2,298,251	2,131,659
Operations and Maintenance	5,184,118	5,129,545
Transportation and Housing	1,705,349	1,679,027
<b>Total Expense</b>	<u>47,848,514</u>	<u>47,299,263</u>
<b>Net Revenue (Expense)</b>	<u>85,473</u>	<u>125,931</u>
<b>Budgeted Prior Year Surplus Appropriation</b>	<u>333,077</u>	<u>292,619</u>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(418,550)	(418,550)
<b>Total Net Transfers</b>	<u>(418,550)</u>	<u>(418,550)</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 69 (Qualicum)**

Amended Annual Budget - Schedule of Operating Revenue by Source  
 Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	41,210,020	41,076,227
Other Ministry of Education Grants		
Pay Equity	936,176	936,176
Transportation Supplement	426,341	426,341
Carbon Tax Grant	60,000	60,000
<b>Total Provincial Grants - Ministry of Education</b>	<u>42,632,537</u>	<u>42,498,744</u>
	<u>101,450</u>	<u>101,450</u>
<b>Provincial Grants - Other</b>		
<b>Tuition</b>		
International and Out of Province Students	4,100,000	3,900,000
<b>Total Tuition</b>	<u>4,100,000</u>	<u>3,900,000</u>
<b>Other Revenues</b>		
Miscellaneous		
Transportation Revenue	50,000	50,000
Miscellaneous	100,000	100,000
<b>Total Other Revenue</b>	<u>150,000</u>	<u>150,000</u>
	<u>650,000</u>	<u>600,000</u>
<b>Rentals and Leases</b>		
	<u>300,000</u>	<u>175,000</u>
<b>Investment Income</b>		
	<u>47,933,987</u>	<u>47,425,194</u>
<b>Total Operating Revenue</b>		

**School District No. 69 (Qualicum)**

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2019

	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	18,033,301	18,292,873
Principals and Vice Principals	2,982,403	2,773,721
Educational Assistants	3,594,542	3,437,868
Support Staff	4,836,586	4,744,560
Other Professionals	1,630,241	1,584,275
Substitutes	1,386,855	1,403,867
<b>Total Salaries</b>	<b>32,463,928</b>	<b>32,237,164</b>
<b>Employee Benefits</b>	<b>8,654,667</b>	<b>8,613,031</b>
<b>Total Salaries and Benefits</b>	<b>41,118,595</b>	<b>40,850,195</b>
<b>Services and Supplies</b>		
Services	2,965,330	2,845,330
Student Transportation	1,000	1,000
Professional Development and Travel	549,085	549,086
Rentals and Leases	5,000	5,000
Dues and Fees	71,000	71,000
Insurance	164,000	164,000
Supplies	1,958,504	1,797,652
Utilities	1,016,000	1,016,000
<b>Total Services and Supplies</b>	<b>6,729,919</b>	<b>6,449,068</b>
<b>Total Operating Expense</b>	<b>47,848,514</b>	<b>47,299,263</b>



# School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	14,836,859	494,306		12,254		895,014	16,238,433
1.03 Career Programs	179,012			39,083			218,095
1.07 Library Services	583,449	31,225		229,058			843,732
1.08 Counselling	760,057						760,057
1.10 Special Education	1,376,354	215,236	3,351,564	42,555	59,975	220,273	5,265,957
1.30 English Language Learning	60,550						60,550
1.31 Aboriginal Education	44,111	115,865	242,978	7,095			410,049
1.41 School Administration		1,875,029		983,603		47,376	2,906,008
1.62 International and Out of Province Students	192,909	250,742		68,945	172,527		685,123
1.64 Other					37,485		37,485
<b>Total Function 1</b>	<b>18,033,301</b>	<b>2,982,403</b>	<b>3,594,542</b>	<b>1,382,593</b>	<b>269,987</b>	<b>1,162,663</b>	<b>27,425,489</b>
<b>4 District Administration</b>							
4.11 Educational Administration					397,996		397,996
4.40 School District Governance					94,626		94,626
4.41 Business Administration				283,538	579,376	3,000	865,914
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>283,538</b>	<b>1,071,998</b>	<b>3,000</b>	<b>1,358,536</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				52,271	234,567	500	287,338
5.50 Maintenance Operations				2,114,390		96,176	2,210,566
5.52 Maintenance of Grounds				163,550			163,550
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,330,211</b>	<b>234,567</b>	<b>96,676</b>	<b>2,661,454</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				51,415	53,689	500	105,604
7.70 Student Transportation				788,829		124,016	912,845
7.73 Housing							-
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>840,244</b>	<b>53,689</b>	<b>124,516</b>	<b>1,018,449</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>18,033,301</b>	<b>2,982,403</b>	<b>3,594,542</b>	<b>4,836,586</b>	<b>1,630,241</b>	<b>1,386,855</b>	<b>32,463,928</b>

# School District No. 69 (Qualicum)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Amended Annual Budget	2019 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	16,238,433	4,299,066	20,537,499	1,036,037	21,573,536	21,579,740
1.03 Career Programs	218,095	59,364	277,459	448,130	725,589	763,380
1.07 Library Services	843,732	224,668	1,068,400	28,700	1,097,100	828,405
1.08 Counselling	760,057	189,289	949,346		949,346	1,004,258
1.10 Special Education	5,265,957	1,564,022	6,829,979	71,000	6,900,979	6,997,688
1.30 English Language Learning	60,550	16,643	77,193		77,193	74,346
1.31 Aboriginal Education	410,049	99,269	509,318	60,530	569,848	590,142
1.41 School Administration	2,906,008	729,404	3,635,412	107,800	3,743,212	3,467,269
1.62 International and Out of Province Students	685,123	173,805	858,928	2,118,300	2,977,228	3,010,777
1.64 Other	37,485	9,280	46,765		46,765	43,027
<b>Total Function 1</b>	<b>27,425,489</b>	<b>7,364,810</b>	<b>34,790,299</b>	<b>3,870,497</b>	<b>38,660,796</b>	<b>38,359,032</b>
<b>4 District Administration</b>						
4.11 Educational Administration	397,996	83,954	481,950	103,000	584,950	570,016
4.40 School District Governance	94,626	8,877	103,503	140,340	243,843	234,706
4.41 Business Administration	865,914	191,844	1,057,758	411,700	1,469,458	1,326,937
<b>Total Function 4</b>	<b>1,358,536</b>	<b>284,675</b>	<b>1,643,211</b>	<b>655,040</b>	<b>2,298,251</b>	<b>2,131,659</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	287,338	54,576	341,914	195,800	537,714	513,975
5.50 Maintenance Operations	2,210,566	595,167	2,805,733	413,982	3,219,715	3,188,881
5.52 Maintenance of Grounds	163,550	47,139	210,689	80,000	290,689	290,689
5.56 Utilities	-	-	-	1,136,000	1,136,000	1,136,000
<b>Total Function 5</b>	<b>2,661,454</b>	<b>696,882</b>	<b>3,358,336</b>	<b>1,825,782</b>	<b>5,184,118</b>	<b>5,129,545</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	105,604	24,166	129,770	28,100	157,870	151,791
7.70 Student Transportation	912,845	284,134	1,196,979	332,500	1,529,479	1,509,236
7.73 Housing	-	-	-	18,000	18,000	18,000
<b>Total Function 7</b>	<b>1,018,449</b>	<b>308,300</b>	<b>1,326,749</b>	<b>378,600</b>	<b>1,705,349</b>	<b>1,679,027</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>32,463,928</b>	<b>8,654,667</b>	<b>41,118,595</b>	<b>6,729,919</b>	<b>47,848,514</b>	<b>47,299,263</b>

# School District No. 69 (Qualicum)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2019

	<u>2019 Amended Annual Budget</u>	<u>2019 Annual Budget</u>
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	4,548,825	3,055,176
Other Revenue	<u>1,350,000</u>	<u>1,505,000</u>
<b>Total Revenue</b>	<u>5,898,825</u>	<u>4,560,176</u>
<b>Expenses</b>		
Instruction	5,699,479	4,360,830
Operations and Maintenance	<u>199,346</u>	<u>199,346</u>
<b>Total Expense</b>	<u>5,898,825</u>	<u>4,560,176</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

**School District No. 69 (Qualicum)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2019

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing and Remedies
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			531,030						14,591
Add: Restricted Grants									
Provincial Grants - Ministry of Education	199,346	159,201		96,000	19,600	101,323	372,025	449,716	3,107,023
Other	199,346	159,201	1,300,000	96,000	19,600	101,323	372,025	449,716	3,107,023
Less: Allocated to Revenue	199,346	159,201	1,350,000	96,000	19,600	101,323	372,025	449,716	3,121,614
Deferred Revenue, end of year	-	-	481,030	-	-	-	-	-	-
<b>Revenues</b>	199,346	159,201	1,350,000	96,000	19,600	101,323	372,025	449,716	3,121,614
Provincial Grants - Ministry of Education									
Other Revenue	199,346	159,201	1,350,000	96,000	19,600	101,323	372,025	449,716	3,121,614
<b>Expenses</b>									
Salaries									
Teachers							31,343		2,565,724
Principals and Vice Principals					32,041				
Educational Assistants		125,988					123,216	131,123	
Support Staff	106,023							203,023	
Other Professionals							37,485		
Employee Benefits	106,023	125,988				32,041	192,044	334,146	2,565,724
Services and Supplies	26,691	33,213	1,350,000	96,000	19,600	11,172	48,204	85,570	555,890
	66,632				58,110		131,777	30,000	
	199,346	159,201	1,350,000	96,000	19,600	101,323	372,025	449,716	3,121,614
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

**School District No. 69 (Qualicum)**  
 Amended Annual Budget - Changes in Special Purpose Funds  
 Year Ended June 30, 2019

Deferred Revenue, beginning of year				
Add: Restricted Grants				
Provincial Grants - Ministry of Education				4,504,234
Other				1,300,000
				<u>5,804,234</u>
Less: Allocated to Revenue	25,000	5,000		5,898,825
Deferred Revenue, end of year				<u>481,030</u>
Revenues				
Provincial Grants - Ministry of Education	25,000	5,000		4,548,825
Other Revenue				1,350,000
	25,000	5,000		<u>5,898,825</u>
Expenses				
Salaries				
Teachers				2,597,067
Principals and Vice Principals				32,041
Educational Assistants				380,327
Support Staff				309,046
Other Professionals	21,000			58,485
	21,000			<u>3,376,966</u>
Employee Benefits	4,000			764,740
Services and Supplies		5,000		1,757,119
	25,000	5,000		<u>5,898,825</u>
Net Revenue (Expense)				<u>-</u>

**School District No. 69 (Qualicum)**

Amended Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2019

	2019 Amended Annual Budget			2019 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Provincial Grants				
Ministry of Education	250,000		250,000	300,000
Amortization of Deferred Capital Revenue	2,277,436		2,277,436	2,274,155
<b>Total Revenue</b>	<b>2,527,436</b>	<b>-</b>	<b>2,527,436</b>	<b>2,574,155</b>
<b>Expenses</b>				
Operations and Maintenance	250,000		250,000	300,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,293,809		2,293,809	2,277,136
Transportation and Housing	300,500		300,500	299,915
<b>Total Expense</b>	<b>2,844,309</b>	<b>-</b>	<b>2,844,309</b>	<b>2,877,051</b>
<b>Net Revenue (Expense)</b>	<b>(316,873)</b>	<b>-</b>	<b>(316,873)</b>	<b>(302,896)</b>
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	418,550		418,550	418,550
<b>Total Net Transfers</b>	<b>418,550</b>	<b>-</b>	<b>418,550</b>	<b>418,550</b>
<b>Other Adjustments to Fund Balances</b>				
<b>Total Other Adjustments to Fund Balances</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>101,677</b>	<b>-</b>	<b>101,677</b>	<b>115,654</b>

SCHOOL DISTRICT NO. 69 (QUALICUM)  
Amended Annual Budget - Summary of Differences

17/01/2019

	2017/18		2018/19		Diff	Comment
	Annual Budget	Amended Budget	Annual Budget	Amended Budget		
Funded FTE's						
School Aged	4,185.88	4,202.00	4,195.13	4,252.13	57.00	
Adult	9.00	6.75	5.75	5.63	-0.13	
Other						
<b>Total</b>	<b>4,194.88</b>	<b>4,208.75</b>	<b>4,200.88</b>	<b>4,257.75</b>	<b>56.88</b>	
<b>REVENUE</b>						
<b>PROVINCIAL GRANTS</b>						
Operating Grant	39,636,644	40,270,810	41,076,227	41,210,020	133,793	incr FTE
Other MOE Grants-Admin/Transp funds	623,604	623,604	426,341	426,341	0	
Other MOE Grants-Additional grant					0	
Other MOE Grants-Ed Guarantee					0	
Other MOE Grants-Pay Equity	936,176	936,176	936,176	936,176	0	
Other MOE Grants-Misc	60,000	60,000	60,000	60,000	0	
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>41,256,424</b>	<b>41,890,590</b>	<b>42,498,744</b>	<b>42,632,537</b>	<b>133,793</b>	
<b>OTHER REVENUES</b>						
Other Provincial Revenues	101,450	101,450	101,450	101,450	0	
Offshore Tuition	3,500,000	3,900,000	3,900,000	4,100,000	200,000	incr FTE
Miscellaneous other	135,000	135,000	150,000	150,000	0	
Rental and Leases	450,000	450,000	600,000	650,000	50,000	incr tenants
Investment Income	125,000	125,000	175,000	300,000	125,000	higher rates
<b>TOTAL OTHER REVENUE</b>	<b>4,311,450</b>	<b>4,711,450</b>	<b>4,926,450</b>	<b>5,301,450</b>	<b>375,000</b>	
<b>TOTAL REVENUES</b>	<b>45,567,874</b>	<b>46,602,040</b>	<b>47,425,194</b>	<b>47,933,987</b>	<b>508,793</b>	
<b>EXPENDITURES</b>						
<b>SALARIES AND BENEFITS</b>						
Teachers	17,844,554	17,861,732	18,292,873	18,033,301	-259,572	moved to CEF
Principals and Vice Principals	2,698,685	2,721,611	2,773,721	2,982,403	208,682	mat lv/incr
Educational Assistants	3,377,630	3,397,323	3,437,868	3,594,542	156,674	add'l FTE
Support Staff	4,612,380	4,700,989	4,744,560	4,836,586	92,026	add'l FTE
Other Professionals	1,370,496	1,396,784	1,584,275	1,630,241	45,966	incr
Substitutes	1,294,281	1,393,576	1,403,867	1,386,855	-17,012	
Benefits	8,292,708	8,369,427	8,613,031	8,654,667	41,636	
<b>TOTAL SALARIES AND BENEFITS</b>	<b>39,490,734</b>	<b>39,841,442</b>	<b>40,850,195</b>	<b>41,118,595</b>	<b>268,400</b>	
Benefits as a % of Total Salaries	26.6%	26.6%	26.7%	26.7%		
<b>SUPPLIES AND SERVICES</b>						
Services	2,595,558	2,898,058	2,846,330	2,966,330	120,000	adj-appropriated surplus
Training and Travel	472,338	472,338	549,085	549,085	0	
Rental and Leases	5,000	5,000	5,000	5,000	0	
Dues and Fees	50,450	50,450	71,000	71,000	0	
Insurance	174,000	174,000	164,000	164,000	0	
Supplies	1,700,702	1,800,702	1,797,652	1,958,504	160,852	adj-appropriated surplus
Utilities	991,500	991,500	1,016,000	1,016,000	0	
Capital Equipment	368,550	368,550	418,550	418,550	0	
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>6,358,098</b>	<b>6,760,598</b>	<b>6,867,617</b>	<b>7,148,469</b>	<b>280,852</b>	
<b>TOTAL EXPENDITURES</b>	<b>45,848,832</b>	<b>46,602,040</b>	<b>47,717,812</b>	<b>48,267,064</b>	<b>549,252</b>	
<b>NET REVENUE (EXPENDITURE)</b>	<b>-280,958</b>	<b>0</b>	<b>-292,618</b>	<b>-333,077</b>	<b>-40,459</b>	
Budgeted Use of Surplus	280,958	0	292,618	333,077	40,459	
<b>Surplus (Deficit), for the Year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		



# Memo

**Date:** January 22, 2019  
**To:** Board of Education  
**From:** Dr. Keven Elder, Interim Superintendent of Schools  
**RE:** **Options for Board Committee Structures**

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## Background:

As boards of education across British Columbia enter the first year of a four year mandate, trustees are reviewing, through local and provincial board orientation sessions, their governance structures and their decision-making processes. Part of that review is consideration of committee structures, flow of information to and from senior staff, and using board structures to enhance relationships with employees and partner groups.

The board has been in a variety of off-line conversations about options and implications for any changes to board committee structures, which has led me to prepare this briefing note.

## Statutory Context and Common Practice:

The School Act, Sections 65 through 69, contains the following provisions:

- The trustees elected or appointed under this Act for each school district and their successors in office constitute a board of education for the district.
- A board may establish committees and specify the functions and duties of those committees. Committees of trustees or individual trustees may not exercise the rights, duties and powers of the board.
- A board must establish procedures governing the conduct of its meetings and must permit any person to inspect those procedures.
- Before it is passed, a bylaw of the board must be given 3 distinct readings. The board may not give a bylaw more than 2 readings at any one meeting unless the members of the board who are present at the meeting unanimously agree to 3 readings at that meeting.
- Subject to subsection (2), the meetings of the board are open to the public. (2) If, in the opinion of the board, the public interest so requires, persons other than trustees may be excluded from a meeting.
- The secretary treasurer or another employee designated by the board must be present at the time that a decision of the board is rendered and must record any decision.



While not in statute, it is understood as common practice that:

- Board and committee meetings will be held in camera for matters pertaining to legal issues, labour relations or employee matters, and issues related to land.
- When in camera, the board should have present the members of its executive team, including the superintendent, secretary treasurer and assistant superintendent. Other members of the senior management team may also be included by invitation in relation to specific issues (most often, by way of example, the director of human resources).
- Board and committee meetings should be run in accordance with Roberts Rules of Order, with one member of the executive team designated as “parliamentarian” to provide advice on those rules of order. This is normally the secretary treasurer.
- From time to time, the board may decide to hold a meeting in committee of the whole. This may be on a regular basis, for example if the board has an education committee of the whole, or periodically within a public or in camera board meeting when trustees wish to discuss a matter freely rather than being constrained by the rules of debating a motion.
- From time to time, a board may meet “informally” in order to discuss issues related to governance and the operations of the board, or to receive updates from senior staff on matters that may be coming to the board. No business will be done in informal meetings, and ideally a member of the executive team will be present.
- Boards may have a set of standing committees that play a formal and regular role in getting information from senior staff to the board through committee, as well as a set of advisory committees for matters that arise on a regular basis, such as budget planning, audit, curriculum implementation and capital planning. The board may also form ad hoc advisory committees as needs arise.

#### **Possible Committee Structures:**

In reference to the final bullet in the list of common practices above, following are some options for the board to consider by way of standing, advisory and ad hoc committees.

#### **Standing Committees:**

Standing committees would be comprised of either all members of the board (committee of the whole) or a minority representation of the board (two trustees), a member of the senior management team as staff lead, and other committee members by invitation of the board. The role of each member of the committee would be predetermined and monitored by the committee chair. Unless the board determines that the public interest so requires (normally land, labour or law), all standing committee meetings would be public meetings with prior notification to partners and the public regarding topics under consideration.

At its first inaugural or annual meeting, the board would appoint trustees to serve on standing committees, and would elect a chair of each standing committee. For a committee of the whole, the board in committee would choose a vice-chair, and for representative committees the second trustee would be the vice-chair. Should any meeting be scheduled and no trustee be able to attend, the meeting would be rescheduled.

### Education Committee of the Whole:

The board may wish to create a standing committee of the board through which the board would receive updates and recommendations on matters pertaining to education programs and services.

*Mandate:* To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.

*Membership:* The committee would consist of all five trustees, the assistant superintendent, the superintendent, and as topics require, the secretary treasurer. The assistant superintendent would serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity. The committee would be supported by the Executive Assistant of Educational Programs and Educational Operations.

*Operation:* The trustee chair of the committee would host the meeting in a structured but informal manner. Presentations would be scheduled and introduced by the assistant superintendent, and would be of a duration that makes sense for that topic at that time, as determined by the chair and assistant superintendent. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus among trustees, with the chair being the final arbiter of the decision.

### Finance and Operations Committee:

The board may wish to create a standing committee of the board through which the board would receive updates and recommendations on matters of finance and district operations (facilities, maintenance, technology and transportation).

*Mandate:* To discuss and make recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.

*Membership:* The committee would consist of two trustees, the secretary treasurer, the superintendent, the general manager of operations, and as topics require, the assistant superintendent. The secretary treasurer would serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity. The committee would be supported by the Executive Assistant of Board Governance and Operations.

*Operation:* The trustee chair of the committee would host the meeting in a structured but informal manner. Materials would be provided ahead of time by the secretary treasurer, with support from the general manager of operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would

seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus between the trustees, with the chair being the final arbiter of the decision. From time to time the finance and operations committee would have to operate in camera.

#### Policy Committee:

The board currently has a de facto standing committee known as the policy committee, which meets monthly and operates in keeping with the definition of a board standing committee. The committee is supported by the work of a partner-represented policy advisory committee which also meets monthly. The board may wish to formalize the policy committee as a standing committee of the board through which the board would continue to receive updates and recommendations on its bylaws and policies.

*Mandate:* To discuss and make recommendations to the board on all matters related to policy and bylaws.

*Membership:* The committee would consist of two trustees, the superintendent, the secretary treasurer and the assistant superintendent. The superintendent would serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the district parent advisory council (DPAC) would serve on the committee in an advisory capacity. The committee would be supported by the Executive Assistant, Board Governance and Operations.

*Operation:* The trustee chair of the committee would host the meeting in a structured but informal manner. Materials would be provided ahead of time by the superintendent. On matters of deliberation for the committee to refer to the board, the chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the board by way of a motion for a subsequent board meeting. The decision as to what would be referred to the board would be by consensus between the trustees, with the chair being the final arbiter of the decision. How matters get to the committee and are then processed by the board would be in accordance with *Board Policy 7: Bylaw and Policy Development and Review*.

#### Human Resources Committee:

The board currently oversees its governance mandate related to human resources and labour relations issues through its monthly in camera meeting or from time to time by convening a special in camera meeting. While mandate, membership and operation are not describe here, the board may at some point wish to consider the creation of a standing board committee to deal with human resources and labour relations. If and when that is the case I would be pleased to support the board in that dialogue.

### **Advisory Committees:**

The board has a number of committees, each of which is designed to fulfill a specific purpose, and that arise for those purposes at different times of the year. While not official board standing committees, they have formed the basis for ongoing planning and review of key issues and have provided vehicles for consultation with partner and administration representatives and the community as a whole. Those advisory committees include:

- Policy Advisory Committee (Scheduled monthly prior to policy committee meeting)
- Capital Planning Committee (scheduled regularly, three times in 2018/19)
- Curriculum Implementation Committee (scheduled as needed)
- Budget Advisory Committee (scheduled as needed)

As part of its review of committee structures, the board may wish to consider memorializing in policy the ways in which those committees are formed, led and operated.

### **Ad Hoc Committees:**

From time to time the board may need to appoint an ad hoc committee for the purposes that the board deems necessary at the time. That would only be the case if the matter needs some degree of governance oversight, for example in relation to directions being shaped by government. For those episodic governance matters, an ad hoc board committee may be in order. For example, the board may wish to form an ad hoc committee to monitor and consider board directions in relation to the government's funding model review. The board should continue to be aware of but not officially involved in ongoing management level committees that form the backbone of day to day operations under the oversight of the board's executive committee.

### **Executive Committee:**

While turning its attention to committee structures, the board may wish to formalize the membership and mandate of its executive committee, perhaps along the lines of the following:

- The board's executive committee is composed of the superintendent of schools (chief executive officer), the secretary treasurer (chief financial officer) and assistant superintendent. The committee is chaired by the superintendent as CEO.
- The executive committee shall administer the district and provide leadership in accordance with the board's directives and policies, as well as the directives and policies of the ministry of education.
- The superintendent of schools shall be the spokesperson for the executive, and will ensure that information, reports and proposed resolutions shall be brought to the board by the appropriate member of the executive committee either directly or through one of the board's committees.
- The superintendent and secretary treasurer will meet on a regular basis with the board chair and vice-chair in support of board level planning including agenda setting for regular or extraordinary in camera and public meetings of the board.

The board should at the same time clarify its six member "district senior leadership team" as consisting of the three members of the executive team, the director of human resources, the assistant secretary treasurer and the general manager of operations. On a regular basis any of those members of senior management would be included in executive and board level conversations, as is frequently the case now in matters related to human resources, labour relations, capital planning, facilities, legal matters, and financial planning.

It may also help to acknowledge the broader "district management team" as being inclusive of the six senior managers and other district exempt staff including managers, district principals/vice-principals, assistant managers, coordinators and executive assistants. On a regular basis members of that extended district management team would join the senior management team or executive for district level planning discussions.

### **Options for Implementation:**

The board is already operating on much of what is described above, including through advisory committees and ad hoc committees. Should the Board decide to move toward, or fully adopt, the creation of standing committees as outlined above, three options emerge as viable for consideration - those being deferred, staged, or full implementation.

#### **Deferred Implementation:**

This option would have the board receive this report for consideration at a future date. Should that future date not emerge then the report could move to the back burner with the potential for it to be revisited any time at the discretion of the board of the day.

#### **Staged Implementation:**

This option would have the board decide to act on only a part of the model, most likely being the creation of a board education committee of the whole. Should that be the case my advice would be to schedule the first meeting of the education committee for Tuesday, April 16, 2019 from 3:30 pm to 5:00 pm. That is the scheduled meeting time for the board's monthly in camera meeting, which could be moved to a 5:30 pm start at the school board office. The education committee meeting could also be held in the board office, but it might make more sense to hold the meeting in a school, both for common sense of holding the education committee work in an education setting and for the increased likelihood of finding a space that suits the purpose.

There are other staged options that come from any number of standing committees starting in any month between now and the end of June. As the policy committee is already operating in a form that is close to the proposed model, and as the education committee seems to be the one with greatest interest and urgency, an April startup of the education committee of the whole might make sense.

#### **Full Implementation:**

The board could choose to start all three formal standing committees of the board (with only a slight change to the operation of the policy committee) right away, meaning in February. This, in my view, is not necessary at this time, but we would certainly support it as your executive team.

**Policy and Bylaw Considerations:**

With the creation of standing committees, and the formalizing of the definitions of advisory, ad hoc and executive teams, would come a need to capture this entire regime in a policy or bylaw, although that is not necessary in order to create new structures. The board would be free to try the model, or part of it, for a few months, or even into the next school year, and only lock in on a policy or bylaw after the model has demonstrated some staying power. At whatever point the board needs to capture this model, or part of it, in a policy or bylaw the policy committee could work on that with the support of the superintendent.

**Recommendations:**

1. *THAT the Board of Education of School District 69 (Qualicum) receive the Options for Board Committee Structures report as submitted by the interim superintendent on January 22, 2019.*
2. *THAT the Board of Education of School District 69 (Qualicum) implement the option of creating a board standing education committee of the whole as described, with the first meeting of that committee to be held on April 16, 2019.*

Rationale for Recommendation: The rationale is as captured above in the report under the heading *Staged Implementation*.

3. *THAT the Board of Education of School District 69 (Qualicum) appoint Trustee \_\_\_\_\_ as the chair of the board's education committee of the whole.*

Rationale: The appointment of a chair would allow for planning and hosting of the inaugural meeting in April. This motion will only be needed if the second motion passes.

Submitted with respect,

Dr. Keven Elder  
Interim Superintendent of Schools

SCHOOL DISTRICT NO. 69 (QUALICUM)  
- Financial summary -

15/01/2019

	2017/18				2018/19		
	Amended Budget	YTD Dec-17	% of Budgt	Actual	Amended Budget	YTD Dec-18	% of Budgt
<b>REVENUE</b>							
<b>PROVINCIAL GRANTS</b>							
Operating Grant	40,270,810	16,776,136	41.7%	41,060,809	41,210,020	17,098,615	41.5%
Other MOE Grants-Admin/Transp funds	623,604		0.0%		426,341	0	0.0%
Other MOE Grants-Additional grant							
Other MOE Grants-Ed Guarantee				4,618			
Other MOE Grants-Pay Equity	936,176	122,077	13.0%	936,176	936,176	122,077	13.0%
Other MOE Grants-Misc	60,000		0.0%	88,685	60,000	37,312	62.2%
<b>TOTAL MINISTRY OF ED GRANTS</b>	<b>41,890,590</b>	<b>16,898,213</b>	<b>40.3%</b>	<b>42,090,288</b>	<b>42,632,537</b>	<b>17,258,004</b>	<b>40.5%</b>
		16,776,136				17,098,615	
<b>OTHER REVENUES</b>							
Other Provincial Revenues	101,450	81,467	80.3%	140,779	101,450	98,337	96.9%
Offshore Tuition	3,900,000	3,565,356	91.4%	3,952,621	4,100,000	3,699,198	90.2%
Miscellaneous other	135,000	76,720	56.8%	149,497	150,000	69,756	46.5%
Rental and Leases	450,000	568,352	126.3%	627,262	650,000	674,158	103.7%
Investment Income	125,000	92,812	74.2%	191,037	300,000	164,108	54.7%
<b>TOTAL OTHER REVENUE</b>	<b>4,711,450</b>	<b>4,384,707</b>	<b>93.1%</b>	<b>5,061,196</b>	<b>5,301,450</b>	<b>4,705,557</b>	<b>88.8%</b>
<b>TOTAL REVENUES</b>	<b>46,602,040</b>	<b>21,282,920</b>	<b>45.7%</b>	<b>47,151,484</b>	<b>47,933,987</b>	<b>21,963,561</b>	<b>45.8%</b>
<b>EXPENDITURES</b>							
<b>SALARIES AND BENEFITS</b>							
Teachers	17,861,732	7,203,010	40.3%	17,548,271	18,033,301	7,392,054	41.0%
Principals and Vice Principals	2,721,611	1,335,254	49.1%	2,752,423	2,982,403	1,470,466	49.3%
Educational Assistants	3,397,323	1,286,526	37.9%	3,034,138	3,594,542	1,235,935	34.4%
Support Staff	4,700,989	2,306,151	49.1%	4,671,567	4,836,586	2,151,619	44.5%
Other Professionals	1,396,784	680,800	48.7%	1,446,325	1,630,241	789,756	48.4%
Substitutes	1,393,576	700,037	50.2%	1,638,698	1,386,855	737,531	53.2%
Benefits	8,369,427	3,289,601	39.3%	7,981,178	8,654,667	3,408,705	39.4%
<b>TOTAL SALARIES AND BENEFITS</b>	<b>39,841,442</b>	<b>16,801,379</b>	<b>42.2%</b>	<b>39,072,600</b>	<b>41,118,595</b>	<b>17,186,066</b>	<b>41.8%</b>
Benefits as a % of Total Salaries	26.6%	24.3%		25.7%	26.7%	24.7%	
<b>SUPPLIES AND SERVICES</b>							
Services	2,898,058	1,479,576	51.1%	3,195,774	2,966,330	1,505,514	50.8%
Training and Travel	472,338	272,244	57.6%	534,557	549,085	188,089	34.3%
Rental and Leases	5,000	2,366	47.3%	4,407	5,000	2,709	54.2%
Dues and Fees	50,450	52,978	105.0%	69,944	71,000	47,653	67.1%
Insurance	174,000	122,837	70.6%	134,173	164,000	69,011	42.1%
Supplies	1,800,702	779,274	43.3%	1,756,799	1,958,504	793,590	40.5%
Utilities	991,500	382,188	38.5%	941,203	1,016,000	254,430	25.0%
Capital Equipment	368,550	161,984	44.0%	275,366	418,550	249,799	59.7%
<b>TOTAL SUPPLIES AND SERVICES</b>	<b>6,760,598</b>	<b>3,253,447</b>	<b>48.1%</b>	<b>6,912,223</b>	<b>7,148,469</b>	<b>3,110,795</b>	<b>43.5%</b>
<b>TOTAL EXPENDITURES</b>	<b>46,602,040</b>	<b>20,054,826</b>	<b>43.0%</b>	<b>45,984,823</b>	<b>48,267,064</b>	<b>20,296,861</b>	<b>42.1%</b>
<b>NET REVENUE (EXPENDITURE)</b>	<b>0</b>	<b>1,228,094</b>		<b>1,166,661</b>	<b>-333,077</b>	<b>1,666,700</b>	
Budgeted Use of Surplus	0	0			333,077	0	
<b>Surplus (Deficit), for the Year</b>	<b>0</b>	<b>1,228,094</b>		<b>1,166,661</b>	<b>0</b>	<b>1,666,700</b>	

SCHOOL DISTRICT NO. 69 (QUALICUM)

15/01/2019

- Financial summary -

	2017/18				2018/19		
	Amended Budget	YTD Dec-17	% of Budgt	Actual	Amended Budget	YTD Dec-18	% of Budgt
<b>INSTRUCTION</b>							
Regular Instruction	21,024,264	8,823,970	42.0%	21,207,997	21,573,536	8,818,472	40.9%
Career Programs	733,108	348,156	47.5%	789,942	725,589	382,071	52.7%
Library Services	809,678	325,067	40.1%	817,880	1,097,100	418,175	38.1%
Counselling	986,822	398,979	40.4%	985,686	949,346	381,876	40.2%
Special Education	6,897,994	2,577,408	37.4%	6,247,545	6,900,979	2,618,990	38.0%
English as a Second Language	73,087	31,063	42.5%	75,050	77,193	32,090	41.6%
Aboriginal Education	579,590	241,233	41.6%	579,590	569,848	229,125	40.2%
School Administration	3,407,391	1,728,096	50.7%	3,403,209	3,743,212	1,710,554	45.7%
Continuing Education	0	0	100.0%	0	0	0	#DIV/0!
Off Shore Students	2,992,230	1,211,317	40.5%	2,869,387	2,977,228	1,294,874	43.5%
Other	41,855	20,965	50.1%	42,445	46,765	21,060	45.0%
<b>Function 1 - Instruction</b>	<b>37,546,019</b>	<b>15,706,254</b>	<b>41.8%</b>	<b>37,018,731</b>	<b>38,660,796</b>	<b>15,907,287</b>	<b>41.5%</b>
<b>DISTRICT ADMINISTRATION</b>							
Educational Administration	520,015	245,922	47.3%	526,267	584,950	271,640	46.4%
School District Governance	179,706	103,857	57.8%	173,419	243,843	112,482	46.1%
Business Administration	1,198,037	615,804	51.4%	1,208,700	1,469,458	730,325	49.7%
<b>Function 4 - District Administration</b>	<b>1,897,758</b>	<b>965,583</b>	<b>50.9%</b>	<b>1,908,386</b>	<b>2,298,251</b>	<b>1,114,447</b>	<b>48.5%</b>
<b>OPERATIONS AND MAINTENANCE</b>							
Operations and Maintenance Admin	511,531	357,865	70.0%	564,099	537,714	335,149	62.3%
Maintenance Operations	3,142,488	1,657,678	52.8%	3,335,701	3,219,715	1,675,299	52.0%
Maintenance of Grounds	286,163	140,381	49.1%	263,965	290,689	132,745	45.7%
Utilities	1,141,500	382,188	33.5%	1,042,919	1,136,000	255,013	22.4%
Capital Equipment	368,550	161,984	44.0%	275,366	418,550	249,799	59.7%
<b>Function 5 - Operations and Maint</b>	<b>5,450,232</b>	<b>2,700,096</b>	<b>49.5%</b>	<b>5,482,050</b>	<b>5,602,668</b>	<b>2,648,005</b>	<b>47.3%</b>
<b>TRANSPORTATION AND HOUSING</b>							
Transportation and Housing Admin	152,746	53,675	35.1%	107,511	157,870	62,116	39.3%
Student Transportation	1,531,285	624,318	40.8%	1,456,595	1,529,479	563,606	36.8%
Housing	24,000	4,900	20.4%	11,550	18,000	1,400	7.8%
<b>Function 7 - Transportation and Housing</b>	<b>1,708,031</b>	<b>682,893</b>	<b>40.0%</b>	<b>1,575,656</b>	<b>1,705,349</b>	<b>627,122</b>	<b>36.8%</b>
<b>TOTAL FUNCTION 1-7</b>	<b>46,602,040</b>	<b>20,054,826</b>	<b>43.0%</b>	<b>45,984,823</b>	<b>48,267,064</b>	<b>20,296,861</b>	<b>42.1%</b>
					0	0	



SCHOOL DISTRICT NO. 69 (QUALICUM)  
- Financial summary -

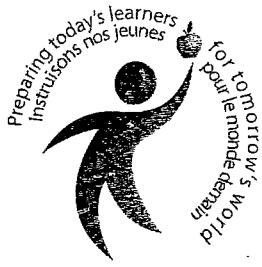
15/01/2019

	2017/18				2018/19		
	Amended Budget	YTD Dec-17	% of Budgt	Actual	Amended Budget	YTD Dec-18	% of Budgt
<b>Special Purpose Fund (SPF) Budget</b>							
Annual Facility Grant	199,346	199,346	100.0%	199,346	199,346	199,346	100.0%
Learning Improvement Fund	158,866	26,469	16.7%	158,866	159,201	45,565	28.6%
Priority Measures Fund	0		0.0%	0			
Classroom Enhancement Fund (incl. overhead)	2,913,080	688,333	23.6%	2,898,489	3,556,739	1,218,115	34.2%
School Generated Funds	1,500,000		0.0%	1,347,159	1,500,000		0.0%
Strong Start	96,000	47,075	49.0%	96,000	96,000	19,961	20.8%
Ready, Set, Learn	19,600	4,258	21.7%	19,600	19,600	3,905	19.9%
French Funds	101,323	53,454	52.8%	101,323	101,323	21,172	20.9%
Community Link	368,340	109,252	29.7%	368,340	372,025	95,284	25.6%
<b>Special Purpose Funds-Total Expenses</b>	<b>5,356,555</b>	<b>1,128,187</b>	<b>21.1%</b>	<b>5,189,123</b>	<b>6,004,234</b>	<b>1,603,348</b>	<b>26.7%</b>
					52,943,901		
<b>Operating-capital/equipment</b>							
Technology Plan	229,000	112,430	49.1%			197,324	87.7%
Sody Shop Equipment	40,000	3,706	9.3%			14,742	36.9%
Copiers	40,000		0.0%				0.0%
Custodial Equipment	9,550		0.0%				0.0%
Vehicles	50,000		0.0%			37,733	37.7%
Tribune Bay-Capital							
	368,550	116,136			0	249,799	
<b>Other Projects</b>							
Errington Parking Lot (RC/AFG)	335,972	0	0.0%	48,326		369,622	128.5%
IT Wiring (LC)	300,000	0	0.0%	125,926	172,603	100,765	36.8%
QC Capital work (LC)						0	0.0%
						470,387	
<b>Bylaw Capital</b>							
AFG	738,142	227,588	30.8%	684,304		408,978	52.4%
SEP	709,235	607,129	85.6%	709,235		831,594	94.9%
Classroom Space	120,000	54,556	45.5%	120,000			
Bus	571,873	571,873	100.0%	571,873		0	0.0%
	2,139,250	1,461,146	68.3%	2,085,412	0	1,240,572	50.9%



# Local School Calendar (Two Year) – DRAFT PROPOSAL

Designation	2019-2020	2020-2021
Days in Session	186	184
Days of Instruction	177	175
Instructional Hours Elementary	878	878
Instructional Hours Secondary	952	952
Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalkum Secondary – grade 8 students only	Tuesday September 3	Tuesday September 8
Ballenas and Kwalkum Secondary First day for grades 9-12 students	Wednesday September 4	Wednesday September 9
District-wide Planning Day Non Instructional Day	TBD	TBD
School-based Professional Development Day Non Instructional Day	TBD	TBD
Conferencing in Schools Window Refer to individual school schedule(s)	TBD	TBD
Thanksgiving Day	Monday October 14	Monday October 12
Conferencing Adjustment Non-instructional day	TBD	TBD
Provincial Professional Development Day Non-instructional day	Friday October 25	Friday October 23
Remembrance Day	Monday November 11	Wednesday November 11
Winter Vacation Period	December 23 to January 3	December 21 to January 1
Schools Reopen after Winter Vacation	Monday January 6	Monday January 4
Secondary Semester Two Begins	TBD	TBD
BC Family Day	Monday February 17	Monday February 15
Professional Development Day Non-instructional day	TBD	TBD
Conferencing in Schools Window Refer to individual school schedule(s)	TBD	TBD
Spring Vacation Period	March 16 to March 27	March 15 to March 26
Schools Reopen after Spring Vacation	Monday March 30	Monday March 29
Good Friday	Friday April 10	Friday April 2
Easter Monday	Monday April 13	Monday April 5
Conferencing Adjustment Non-instructional day	TBD	TBD
Professional Development Day Non-instructional day	TBD	TBD
Victoria Day	Monday May 18	Monday May 24
Final Day for Students Schools dismiss three hours early	Thursday June 25	Tuesday June 29
Administrative Day Non instructional Day	Friday June 26	Wednesday June 30



## SCHOOL DISTRICT No.69 (QUALICUM)

January 11, 2019

Hon. Rob Fleming  
Minister of Education  
1020 Hillside Avenue  
Victoria, BC V8T 2A3

via email: [minister.educ@gov.bc.ca](mailto:minister.educ@gov.bc.ca)

Dear Minister Fleming:

At the December 2018 Regular Board Meeting of the Board of Education of School District 69 (Qualicum) Trustees passed the following motion:

*THAT the Board Chair, on behalf of the Board of Education of School District 69 (Qualicum), write a letter to the Minister of Education requesting that the Ministry review how they share the data from the Foundation Skills Assessment (FSA) with the view to keeping the identity of school districts masked.*

We understand that the issue of how FSA results are used and interpreted is not new and that the Minister would be fully aware of the concerns of many boards in BC. Premier Horgan himself has said "students should be focused on a whole host of other issues, not writing tests that largely end up being used by think tanks to grade schools."

School Boards and other education stakeholders had high hopes that when the newly revised FSA was rolled out and implemented in the fall of 2017 that there would be protective measures in place to avoid abuse of data and information. Unfortunately that has not happened.

The BCSTA, on behalf of all school boards in BC had written your Ministry in Oct 2017 to "ask that individual school results not be publically released. Any public circulation of school results inevitably leads to the public ranking of schools by outside groups. This ongoing practice is certainly harmful and unfortunate."

The response from the Deputy Minister stated, "The Ministry does not endorse the use of FSA information to rank schools. I can assure you this issue is taken seriously and the Ministry is actively looking into options to preserve the value and intent of the FSA."

Also, many other school districts in the province have advanced the question of validity and reliability of FSA results to your Ministry with responses that the approach "must be well informed and proactive" and the first step to this approach was an "analysis of the legal framework of collection and release of FSA information as it relates to the Freedom of Information and Protection of Privacy Act (FIPPA), a review of policy, technical and program design and the identification of constraints and opportunities".

12

-2-

Two revised-FSA cycles have come and gone and Boards of Education still have no assurances that information for public consumption will be masked or otherwise unidentifiable of individual schools and districts.

After being aware of this problem and actively looking into options for more than a year, can your Ministry please inform us of the steps that have been taken to protect the value and intent of the FSA and mask results so they are not open to abuse?

Thank you,



Eve Flynn  
Board Chair

c: Board of Education of SD69 (Qualicum)  
Keven Elder, Interim Superintendent  
Gillian Wilson, Assistant Superintendent

File: 0530-01



## SCHOOL DISTRICT No.69 (QUALICUM)

January 15, 2019

To Whom it May Concern:

**RE: COMMUNITY CHILD CARE PLANNING PROGRAM  
2019 GRANT APPLICATION**

I am writing this letter in support of a grant application prepared by Social Planner Mr. John Horn from the City of Nanaimo.

As the health and well-being of our children is of paramount importance to us, we believe that this study will help to identify and target strategies that will best serve to effectively meet the needs of our families for quality child care. Creating an Action Plan for these jurisdictions and identifying short, medium and long-term goals is vital to the continued growth of our communities. As such, we welcome the opportunity to engage in this initiative with the Mid Island Child Care Planning Collaborative.

If you require further information, please feel free to contact me at 250-954-4681.

Respectfully,

Gillian Wilson  
Assistant Superintendent of Schools  
School District 69 (Qualicum)

GW/hc



**SUPERVISION &/OR ADMINISTRATION OF MEDICATION TO CHILDREN**

**POLICY**

Designated staff shall administer medication to students in accordance with specific documented medical authorization, instructions and treatment procedures.

**REGULATIONS**

1. Designated staff shall administer medications to students only if the following conditions are met:
  - 1.1 the medication is required while the student is attending school;
  - 1.2 a parent has requested the school's assistance and has signed a release concerning administration of medication; (Refer to paragraph No.2);
  - 1.3 the Administrative Officer and public health nurse have been notified so that a school plan of action is developed;
  - 1.4 an employee designated to administer medication to a student has been given child-specific training by appropriate professional health care personnel, to the satisfaction of the employee and the professional health care professional;
  - 1.5 all prescribed medication is to be kept in a secure cabinet with appropriate instructions;
  - 1.6 bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given child-specific training by appropriate professional health care personnel, to the satisfaction of the bus driver and the professional health care personnel.
2. A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form. (refer to 1.2).
3. Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have their medication administered by the designated school staff.
4. The school administrator, in cooperation with the public health nurse, will ensure a plan of action is developed for the daily care of the student, which shall include:
  - 4.1 a process of safekeeping and proper labeling of medication, ensuring large amounts of medication are not stored in school;
  - 4.2 recording procedures and other relative information (attached Recording Form);
  - 4.3 training by the public health nurse, for all school personnel involved in the administration of medication.
5. The school administrator shall ensure that:
  - 5.1 a master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;
  - 5.2 copies of all forms returned by parents are attached to the students permanent record card file;



**SUPERVISION &/OR ADMINISTRATION OF MEDICATION TO CHILDREN**

- 5.3 designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.
6. School staff are not to administer non prescribed medication or provide any medical services other than first aid, to any student.
7. School staff supervising field trips must be aware of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.
8. At the beginning of each school year, the following text shall be communicated to all parents in a special letter;

Re: Treatment of students with medical problems

The school administration is trying to maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, "Request for Administration of Medication at School, Hlth No.41", it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school administrator as soon as possible.

This procedure complies with School Board Policy regarding administration of medication at school.



**POLICY**

School District 69 (Qualicum) recognizes its responsibility to provide an educational program for all students who are resident within its boundaries and to do all that it reasonably can to ensure the safety of all students - including in every respect those students who have life-threatening allergies (anaphylaxis).

Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

It is the responsibility of parents with children who have anaphylaxis/life threatening allergies to identify their child(ren) to the school principal.

While School District 69 is unable to guarantee educational environments completely free of anaphylactic causative agents (allergens), this Policy and its attendant Regulations (pursuant to the Ministry of Education "British Columbia Anaphylactic and Child Safety Framework - September, 2007") direct that school and district staff work with parents and community representatives to:

- implement a process for identifying anaphylactic students and keeping records related to each anaphylactic student;
- implement processes for the establishment and maintenance of student and district emergency plans;
- ensure that procedures are in place for the storage and administration of medications;
- ensure that school principals follow a consistent process to monitor and report on anaphylactic incidents;
- implement an education plan within the district which would raise awareness among parents, students, staff and community members of issues related to life-threatening allergies and encourage the use of medical identification;
- provide regular training in responding to life-threatening allergies for all employees and others who are in direct contact with students on a regular basis; and,
- to implement strategies which reduce the risk of exposure to allergens in classrooms, common school areas and district work sites.





**REGULATIONS**

**1.0 IDENTIFICATION, RECORD-KEEPING AND THE ANAPHYLAXIS EMERGENCY ACTION PLAN**

- 1.1 The parents/guardians of a student with a life-threatening allergy must inform the principal of the condition. Upon learning of the condition the principal will provide parents/ guardians with a copy of the ANAPHYLAXIS EMERGENCY ACTION PLAN to be completed by parents/guardians and their physician and signed by their physician.
- 1.2 Once the physician has completed and signed the ANAPHYLAXIS EMERGENCY ACTION PLAN, the parents/guardians must arrange a meeting with the principal prior to the first day of attendance. The principal will notify the classroom teacher and other staff who will be invited to attend the meeting as appropriate. At this meeting the ANAPHYLAXIS EMERGENCY ACTION PLAN will be further completed as necessary and reviewed by the school staff who are to be directly involved with the student. The public health nurse or other relevant health provider will be invited to attend this meeting. Additional such meetings may be called at the discretion of the principal to review significant changes in the condition of the student, in his/her medications or in recommended emergency procedures.
- 1.3 With the permission of parents/guardians and the student with anaphylaxis other students and parents may be given information about the student's condition. The principal must make decisions which balance the right of the child/student/family to privacy with the importance of the condition being known and understood by enough people in his/her immediate environment to ensure safety and a timely response should an anaphylactic reaction occur.
- 1.4 It is vital that the student with anaphylaxis be easily identified by school staff. The ANAPHYLAXIS EMERGENCY ACTION PLAN must be made easily accessible to staff by, for example, posting it with a current photograph of the student in locations where staff are likely to view it regularly - staff room, office area, gym office, classroom.

**2.0 STORAGE AND ADMINISTRATION OF MEDICATIONS**

- 2.1 The student with anaphylaxis should carry an "Epi-pen" (an easy-to-administer device which injects a medication designed to block anaphylactic reactions) with him/her at all times. Parents should provide the school with an additional "Epi-pen" which must be stored in a safe but unlocked and accessible location in the school which is known to all staff.



- 2.2 This Policy/Procedure intends that the requirements of School District 69 Policy 8006 "Supervision &/or Administration of Medication to Children" will be met where appropriate. In the case of emergency "Epi-pen" administration, however, it is intended that all staff will be trained in procedures for administration of the "Epi-pen" and that, because of the clearly life-threatening nature and need for an urgent response to anaphylactic shock, any provisions of Policy 8006 which seek to limit or control who may administer the medication will be waived.

### **REGULATIONS**

#### **3.0 REPORTING OF INCIDENTS OF ANAPHYLACTIC REACTION**

- 3.1 For each incident when a student experiences an anaphylactic reaction at school the Principal is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. This is a three part form with one copy retained at school in a central file, one copy in the student permanent file and one copy submitted to the district office responsible for student safety.
- 3.2 In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the principal must involve the parents, the staff who were involved and, at the discretion of the principal, the Public Health Nurse or physician in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.

#### **4.0 COMMUNICATION AND TRAINING RE ANAPHYLAXIS**

- 4.1 All staff will receive education concerning anaphylaxis. Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff should occur twice per year and must occur at least once per year.

#### **5.0 RISK REDUCTION**

The parents of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the district and of the principal at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens. The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:

08.03.11



- 5.1 Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.
- 5.2 Students with food allergies shall only eat lunches and snacks which have been prepared at home.
- 5.3 Hand washing is encouraged before and after eating for all students.
- 5.4 Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods
- 5.5 The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.
- 5.6 The classrooms frequented by a student with a life-threatening allergy shall be regularly inspected for sources of allergens.
- 5.7 Allergen-restricted eating and/or play areas outside of the classroom shall be provided where available space allows, and if students and their parents are in agreement that such separation from other students is appropriate.
- 5.8 Classrooms may be declared allergen-restricted areas with the co-operation of other students (and their parents) who are assigned to the classroom.